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ABSTRACT

Study results cn the feasibility of and methods for providing non-traditional, postseccndary educaticnal cppcrtunities for the Fayette, Greene, and Washingtcn ccurties area cf Pennsylvania comprise this report. Summaries of the cperaticns cf the John Wood Community College in Illinois, the Hudscn Ccmmurity Ccllege Commission in New Jersey, and the Rio Grande Ccmmunity College in Ohio, all colleges "without walls", serve as mcdels fcr the proposed program and are examined in terms cf cppcrtunities under the Pennsylvania Community College Act. In ascertaining attitudes of potential students and cther citizens tcwards establishing such a ccllege in the tri-county area, surveys were made cf 9,000 high school students, 4,153 adults, and 70 business, prcfessicnal, and public service employers. Of adults, 50% felt educational opportunities were inadequate due to costs; 62% indicated a need for community college programs. Of students, 48% planned to continue their education past high school, and 11% indicated they would attend the proposed college. Employers identified areas where trained employees were needed; 52 felt the college would be helpful in meeting those needs. College enrollment estimates and service costs are reviewed. Appendices include county characteristics, detailed survey responses, copies cf survey instruments, and basis for cost estimate information. (TR)

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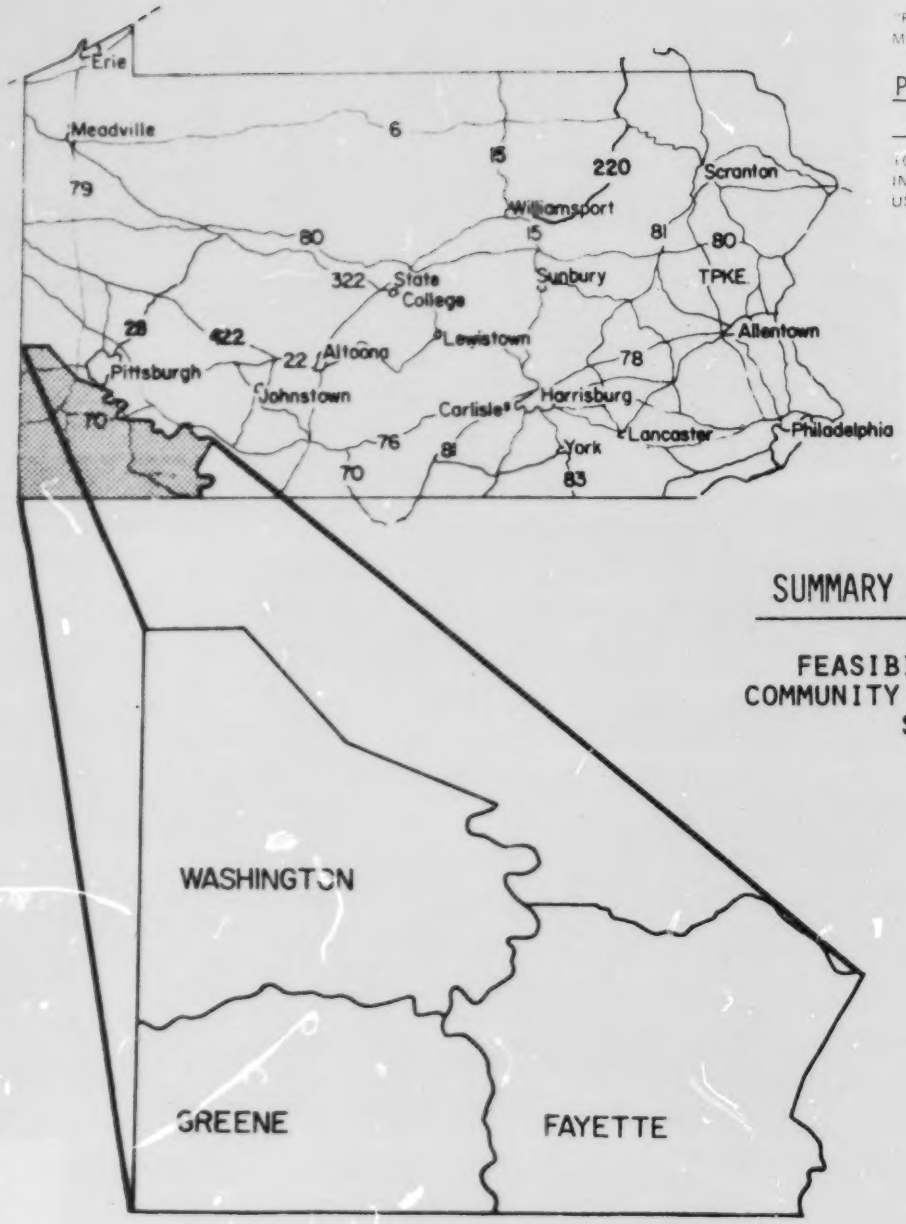

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SUMMARY REPORT

FEASIBILITY OF COMMUNITY COLLEGE SERVICES FOR FAYETTE, GREENE & WASHINGTON COUNTIES

JC780195

PROJECT COORDINATED BY:

SOUTHWESTERN PENNSYLVANIA ECONOMIC DEVELOPMENT DISTRICT
PARK BUILDING
PITTSBURGH, PENNSYLVANIA

STUDY CONDUCTED BY:

LOCAL GOVERNMENT RESEARCH CORPORATION
STATE COLLEGE, PENNSYLVANIA

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THE FOLLOWING BOARDS OF COUNTY COMMISSIONERS

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In the Fayette, Greene and Washington County areas, the Executive Director of Intermediate Unit #1, the Superintendents of Schools and other local officials have been very helpful in distributing survey forms and providing specific information and assistance.

Mr Louis A. Vidic, Executive Director of the Southwestern Pennsylvania Economic Development District (SPEDD) and James R. Showrank, Ph.D., SPEDD Project Coordinator, have both provided significant assistance in arranging committee meetings and discussions with key individuals, and in providing background information and direction concerning the three counties being surveyed.

FOREWORD

This report summarizes the results of one of several studies undertaken in the past several years aimed at examining the feasibility and methods for establishing non-traditional two-year postsecondary education opportunities in areas of Pennsylvania not now served by community college services. Financial assistance in the preparation of this survey and study has been provided through the Commissioner for Higher Education of the Pennsylvania Department of Education.

The results of this feasibility study are intended to be used by the Department, and in particular by County Commissioners and other government, business, labor, and civic leaders in the Counties of Fayette, Greene, and Washington in their deliberations concerning the next step to take in providing an improved delivery system and a wider range of services for postsecondary education to participants of all ages in the three-county area.

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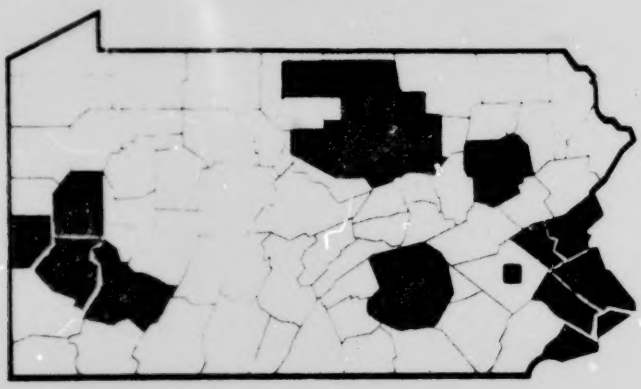
BACKGROUND

The Task Force Report on Two-Year Postsecondary Education in Pennsylvania, prepared in 1974, made a number of recommendations concerning ways that additional educational opportunities can be brought to Pennsylvanians. The emphasis of many of these recommendations deals with the elimination of barriers to postsecondary educational opportunities through such methods as non-traditional delivery systems, contractual arrangements among institutions, "open door" admission policies, and others. Stated goals of the Task Force were oriented toward increased access within reasonable commuting distances, diversity in kind and character of postsecondary educational opportunities, and avoiding denial of access because of economic or other reasons.

The Commonwealth's Master Plan for Higher Education envisioned some 28 community colleges to serve all of the areas of Pennsylvania with two-year postsecondary educational programs. At present there are 14 community colleges in operation, the last one being opened in 1972. As shown on the map below, all of these colleges are located in relatively densely populated areas. Most of the sparsely populated or rural areas of the Commonwealth are unserved by community college programs.



Because the cost of community college programs is partially borne by state government, an inequity exists for residents of the Commonwealth who pay state taxes to support the existing community colleges but live in unserved areas. The annual state appropriation for community colleges operations has recently been at a level of over $40 million per year or approximately $3.00 per capita. This means that the 400,000 people of Fayette, Greene, and Washington Counties are, through state taxes, providing thousands of dollars which go into community college programs in other parts of Pennsylvania that are of relatively little direct benefit to these three counties.

How can new opportunities for career-oriented education beyond high school be brought to the citizens of Fayette, Greene, and Washington Counties? What is the nature of the need and the interest on the part of young people, adults, and employers in the area? What kind of educational programs could be offered? How can the Pennsylvania Community College Act be employed to bring financial assistance from the Department of Education? What would the costs be for local sponsors and students?

The questions above -- and others -- have been raised over the past several years by many citizens, businessmen, and educators in the Fayette, Greene, and Washington County areas. During the past several months a survey and study project have been carried out to attempt to provide some answers. This report and its accompanying appendices summarize the results of the survey.

Given today's high construction and maintenance costs, it appears unlikely that new community colleges will be constructed in the foreseeable future as they were in the

1960's. It follows that, if the goals and recommendations of the Task Force Report and the Master Plan are to be achieved, new and non-traditional approaches to community college services must be identified and evaluated. Recent changes in the Department of Education rules and regulations governing community colleges provide the mechanisms through which these new approaches can be implemented in areas such as Fayette, Greene, and Washington Counties which are presently unserved by community college programs.

Past Activities in Southwestern Pennsylvania

On May 25, 1976, a meeting of interested educators and leaders of business and industry in Fayette, Greene, and Washington Counties was convened by the Southwestern Pennsylvania Economic Development District (SPEDD), a non-profit development corporation serving nine counties of Southwestern Pennsylvania for the past ten years. This committee unanimously endorsed the concept of a feasibility study for a regional community college/technical institute "without walls" to serve the area.

The Pennsylvania Department of Education encouraged the study program and, in 1977, provided financial support for the project. SPEDD agreed to act as Project Coordinator. A major portion of the study was subcontracted to Local Government Research Corporation (LGR) of State College, Pennsylvania. LGR conducted the survey, collected data, developed and evaluated alternatives, and prepared this report. In addition to making all arrangements, SPEDD provided valuable resource material, scheduled and participated in discussions with the chief executive officers of the postsecondary institutions in the three counties, and participated in and approved project planning.

HOW CAN COMMUNITY COLLEGE SERVICES BE DELIVERED IN FAYETTE, GREENE, AND WASHINGTON COUNTIES?

General Concept

Recent changes in the rules and regulations which govern the establishment and operation of community colleges in Pennsylvania have opened the door to new opportunities for innovative and creative ways to provide two-year post-secondary education programs. One of the approaches being explored in several key locations throughout the Commonwealth is the idea of a community college "without walls".

The concept of a college "without walls" really means that it is a college program without new walls. Successful programs of this kind which have been established in other parts of the United States over the past several years utilize classroom, laboratory, library and, in some cases, administrative office space of existing public and private educational institutions.

Rather than present a long description of ways in which a college "without walls" program may operate, we will instead present short narrative summaries of how several such programs are operating in other parts of the country. In the following paragraphs, the John Wood Community College in Illinois, the Hudson Community College Commission in New Jersey and the Rio Grande Community College of Ohio will be briefly described. The information below is summarized from reports of field visits conducted by Ms. Bridget A. Brickner, Administrative Associate, Northwestern Pennsylvania Planning Council for Higher Education, Edinboro, as well as from college catalogues and other sources.

JOHN WOOD COMMUNITY COLLEGE

John Wood Community College is a public postsecondary educational institution which is part of the Illinois Community College system. The College was incorporated in November, 1974, and admitted its first students in the fall of 1975.

The residents of the John Wood Community College District, rather than build an entirely new college, chose to establish a college which makes use of the postsecondary education resources already available in the district. John Wood Community College (JWCC) has no campus and no full-time faculty of its own. The College consists of an administrative staff which admits students, counsels them, provides them with financial aid, grants them degrees, keeps permanent records on them, and contracts with other educational institutions in the Quincy area to deliver instruction. The structure of JWCC is such that students are admitted, under an open admissions policy, into the College where they pay their tuition and receive counseling on courses to take at one, or more, of five schools under contract with JWCC. The contracting schools consist of two private non-profit four-year colleges (Quincy College and Culver Stockton College), one private non-profit junior college (Hannibal-Lagrange College) and two proprietary occupational and technical schools (Gem City College and Quincy Technical School), students have a broad range of courses from which to choose.

The JWCC structure makes possible the use of the resources of institutions with relatively high selective admissions policies to meet the needs of students enrolled in an open admissions institution. Should any, or all, of the contracting schools fail to deliver adequate instruction, the College is authorized to develop programs and services to be offered by a faculty and staff which it itself will employ.

HUDSON COMMUNITY COLLEGE COMMISSION

The Hudson County Community College Commission, located in Hudson County, New Jersey, with its administrative offices in Jersey City, has been in existence since

December, 1974. The Commission contracts regularly for the services of three institutions: Saint Peter's College, Jersey City State College, and Stevens Institute of Technology. In addition, the Commission will contract with any college, school, or training activity located in the State of New Jersey if a student so desires. The Commission's Board of Trustees is composed of one representative from each of the three institutions, one representative from the County Vo-Tech School, four public members, and the Hudson County Superintendent of Schools. The Commission grants credit for life experience and special training programs of various industries.

In addition to a President, the Hudson County Community College Commission employs four other full-time administrators. These include a Director of Academic Planning, a Director of Student Records and Admissions, a Director of Administration, and a Director of Evening and Extension Courses.

Tuition for Commission students is $15/semester hour. Students taking more than 12 credits per semester are charged a maximum of $200/semester or $400/year.

All associate degree programs are totally transferable to baccalaureate degree programs at the Commission's three colleges. All associate degrees are granted by the Hudson County Community College Commission itself.

RIO GRANDE COMMUNITY COLLEGE

Since September of 1974, Rio Grande College and Rio Grande Community College students have been attending classes on the same campus in Southwestern Ohio. Rio Grande Community College contracts for the services of Rio Grande College.

Realizing the bleak future for private colleges, the private, liberal arts college of Rio Grande began searching for a way to insure its life. After examining Ohio laws for legalities, the State Chancellor was approached with the idea of establishing a community college on the Rio Grande College campus. The Chancellor, having had his lawyers examine State laws, suggested that a feasibility

study be done. Results of the study were positive and suggested a four-county district for support of the community college. After meeting with each Board of County Commissioners, the common resolutions were obtained. The Ohio Board of Regents then created the four-county area as a "community college district".

The Rio Grande Community College offers three associate degree programs. The Associate of Arts degree is designed for students who plan to continue working towards a bachelor's degree. All credits earned for the associate are applicable toward Rio Grande College's bachelor's degrees in the same area.

Even the brief summaries above illustrate clearly the variety of ways in which community college services can be brought to an area by utilizing existing educational resources -- both human and physical.

Opportunities Under The Pennsylvania Community College Act

The above summaries illustrate that considerable imagination and ingenuity have been employed in other geographic areas to bring low-cost college-level educational opportunities to a wide array of young persons and adults who might not otherwise have had the opportunity.

Innovative and new approaches to postsecondary education can also be brought to Pennsylvanians under the provisions of The Community College Act (Act 484 of 1963 as amended) and the accompanying Department of Education rules and regulations.

The Community College Act is the legal base for the fourteen community colleges now operating very successfully

in Pennsylvania. Most of these colleges were constructed and opened before 1970 in the more heavily populated areas of the Commonwealth. Because of lower construction costs at that time, and because of higher population densities which could support the capital investment which comes with renovating or constructing a campus, these colleges have generally traditional operating characteristics, including classroom space, laboratories, service facilities, and so on. These fourteen colleges enroll some 48,000 Pennsylvanians at a cost of some $40 million of state funds and $50 million of local funds, federal funds, and tuition payments. Approximately $10 million are used for debt service on the original capital investment.

In these days of extremely tight budgets and skyrocketing construction and land costs, most non-urban areas of Pennsylvania now unserved by a community college see little hope of constructing and operating a traditional program with its large capital investment and continuing operating and maintenance costs.

Coupled with the constraints outlined above, is the fact that there already exists a considerable amount of classroom, library, laboratory, and other physical facilities in the Fayette, Greene, and Washington County area. These facilities include not only the colleges and business schools, but the public secondary schools, vo-tech schools, public libraries, and other public and private facilities which would be suitable for community college educational programs.

What is missing is a delivery system that can make these resources more fully available to all residents.

The Community College Act is a mechanism through which the constraints can be overcome at a reasonable cost through use of the existing facilities. Later in this report, several "models" of community college "without walls" programs which are applicable to the Fayette, Greene, and Washington areas will be described; however, at this point, some of the provisions of the community college act will be summarized.

A key characteristic of a community college is local control. The local sponsor may be one or more counties, school districts or municipalities. The local sponsor appoints the Board of Trustees -- representing a cross-section of the community. The Board in turn establishes objectives and policy and hires the President and other officers of the college.

The educational program is developed on the basis of locally defined needs. Generally, the emphasis is on educational programs which improve the employment capabilities of the citizens and which are responsive to needs of employers in the area. The programs may result in:

* An associate degree in a variety of fields generally requiring at least 60 credits; or

* A certificate resulting from the completion of a set of courses designed to attain a specific skill or training objective of less than 60 credits.

The associate degree may be considered "terminal" in that it is not intended the student will transfer to a full four-year college for completion of the baccalaureate degree; or the associate degree work may be specifically intended for transfer to a four-year college.

In addition to degree or certificate programs, community colleges can and do offer many courses and programs in response to desires of the community in the areas of personal improvement and cultural interest.

Financing methods will be discussed in more detail in following sections of this report; however, in general, the Commonwealth pays something over one-third of the operating costs, the student tuition covers up to one-third, and the local sponsor pays the balance. In recent years, the share of the local sponsors of the existing community colleges has averaged between 20% and 25% of the operating costs.

The Community College Act provides for an open admissions policy for community colleges, specifies the powers and duties of the State Board of Education and the local Board of Trustees, and provides for planning and program approval.

There are a number of models which could be adapted to the particular conditions in Fayette, Greene, and Washington Counties. In this section of the report, several of these will be described. The emphasis in all of the models will be on providing relevant postsecondary educational programs geared to the interests and needs of young people, adults, and employers at as low a cost as possible, with maximum utilization of resources which are already in place in the three counties. In general, the models may be identified as follows:

* A "contract" community college program based largely on providing educational services through contracts with existing public and private educational institutions;

* A "CETA" method which would blend the characteristics and funding mechanisms of the Federal Comprehensive Employment and Training Act with the provisions of the Community College Act;

* A community college program based on the utilization of contracts as identified above, with much of the administration and management support provided by an existing four-year college in the study area.

As will be noted in the descriptions of the models which follow, other alternatives will appear through combining certain characteristics of each of the models in different ways; however, each of the models will be discussed separately below.

Model 1 "Contract" Approach to Community College Services

Figure 1 illustrates a possible organizational framework for providing community college services largely on a contract basis. This framework is somewhat similar to that of the John Wood Community College described elsewhere in this report. Contracts for educational services would be sought with:

California State College
Fayette Campus of Penn State
Washington & Jefferson
Waynesburg College
Penn Commercial
AVTS (5)
Municipal and County Libraries
Other Public and Private Educational Institutions

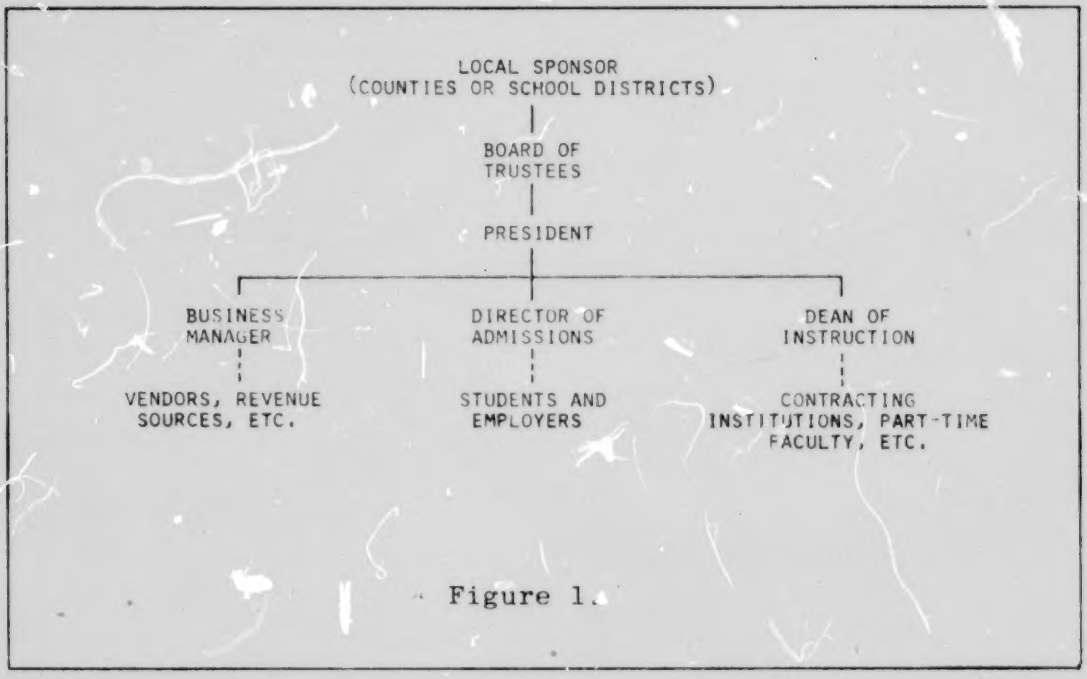


Figure 1.

In general, the local sponsor, which may be one or more municipalities, counties, or school districts, appoints a Board of Trustees under the provisions of Act 484, the Community College Act. The Board is an unpaid policy-making body which appoints a President to administer and manage the community college service programs. Under Act 484, the Board has the power to enter into contracts, to accept and receive federal, state and local money and grants; to make expenditures, to establish policies for admission, expulsion, courses of instruction, tuition rates and similar matters; and to perform other duties necessary to carry out the purposes of the Community College Act.

The President provides leadership of the college service programs and will have overall responsibility for management and administration. The President will provide leadership of the college through interpreting and carrying out the philosophy, goals, and policies of the Board. He will

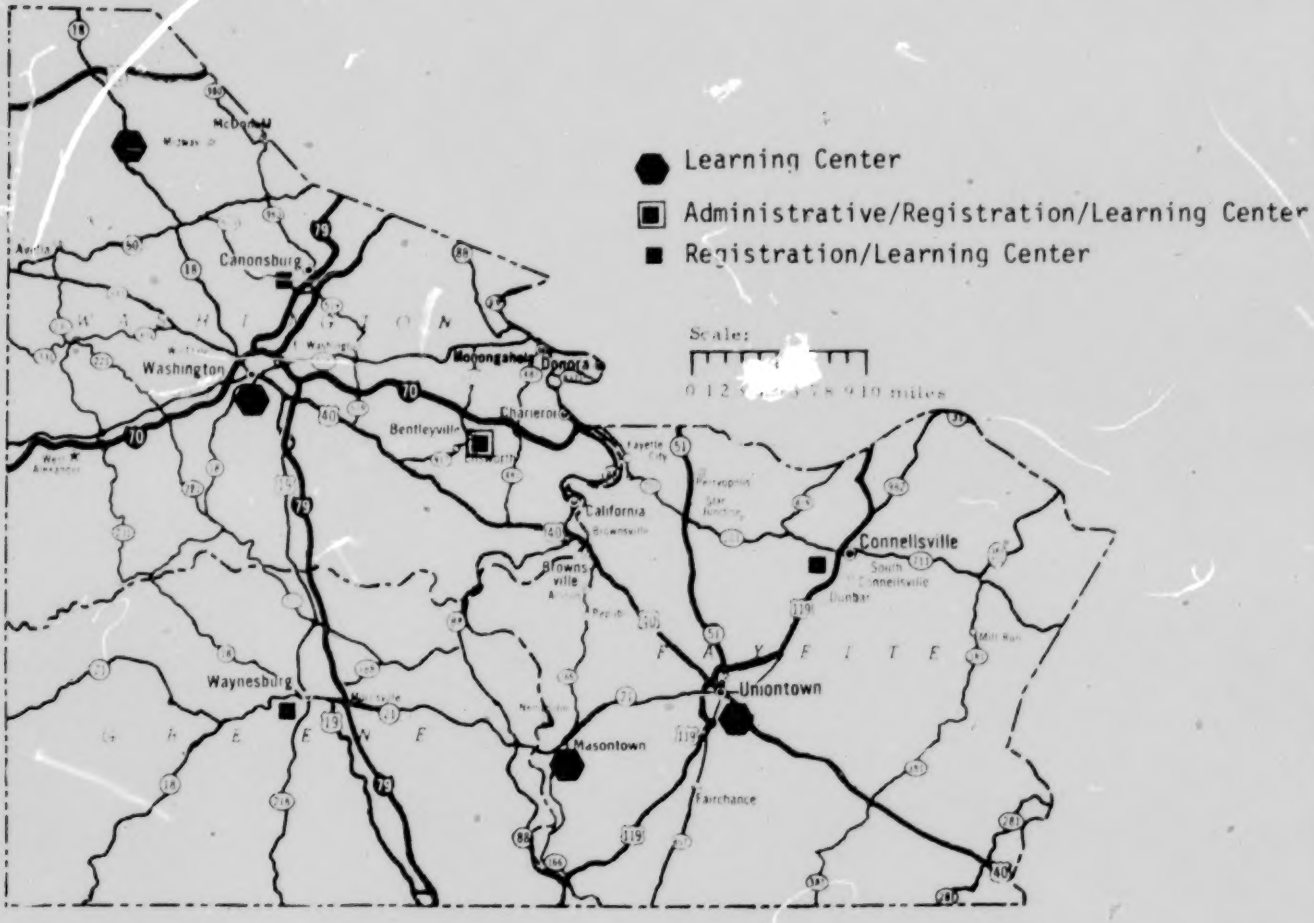
supervise the operation, obtain and maintain accreditation or licensuring of the college and individual programs, approve college procedures and regulations, approve college committees and advisory groups, administer the college budget through other staff members, and carry out other duties as may be assigned by the Board.

In general terms, the Dean of Instruction is responsible for establishing and maintaining the college's instructional programs. This includes development of curricula; developing enrollment projections, making arrangements for contracted services from educational institutions and other sources; establishing faculty and classroom requirements, and related matters. It is possible that this position could be filled initially by the President until enrollment increases and other duties require hiring a full-time person. This decision can be made by the Board at the appropriate time.

The Business Manager will maintain the budget and a chart of accounts, prepare financial and administrative reports for state and federal agencies, receive and account for funds, make expenditures after approval, and perform similar duties which may be assigned.

Because of the nature of the contract operations of the college "without walls", the function of the Director of Admissions and Records and his field staff will be unique and will require considerable flexibility and effort in order to provide counseling, guidance and registration services at several decentralized locations throughout the three county area.

It is expected that several counseling/registration centers will be established in the area. Possible locations are shown on the map below for illustrative purposes only. Specific facilities and their locations would be determined by the College Board of Trustees. The centers can offer "one-stop" services to students in the form of career and personal counseling, information concerning admission, financial aid and benefits; and that students may also be registered, scheduled for classes and pay tuition at the center in the local area.



Initially, the Director of Admissions and Records, assisted by two Field Counselor/Registrars, are expected to

be sufficient to service the centers on a scheduled part-time basis. Close coordination, good communication, and careful planning will be essential to arrange course offerings which will allow a student to complete his particular program in a reasonable time without the need for extensive travel to classes.

It is expected that instructional services can be provided by a combination of the following methods:

(1) Contracts with existing postsecondary institutions in the area to provide for community college students to attend and receive credit for classes which these institutions are regularly offering to their own students;

(2) Contracts with existing postsecondary institutions and AVTS to provide an instructor and materials for particular community college classes at one or more locations throughout the area;

(3) Agreements with qualified high school and college level instructors to present one or more classes on a part-time consulting basis;

(4) Agreements with professional or business people in the area to conduct classes in the specialized area for which they are qualified; and

(5) Certain work/study arrangements with professional, commercial, or business establishments in the area.

Arrangements for classroom space, laboratory facilities, and similar needs can be arranged in existing public and private schools, libraries, industry and business facilities,

municipal buildings, service and social club buildings, or through the rental of suitable space in office or other private buildings.

Model 2: Community College Services Through CETA

The basic model described above could be altered somewhat and supplemented through arrangements with the various Comprehensive Employment and Training Act (CETA) sponsor agencies serving the three counties.

Title I of the Comprehensive Employment and Training Act is aimed at developing and creating job opportunities through, among other things, training and education needed to enable individuals to secure and retain employment at their maximum capacity. Title I provides funds for classroom training to upgrade technical skills of individuals as well as occupational training in areas in which skills shortages exist. These funds can be applied to the costs incurred by the institutions offering the training as well as the students in the form of a training allowance. Eligible individuals include those persons who are economically disadvantaged, unemployed or underemployed as defined in the Act.

Figure 2 is a chart illustrating ways in which CETA programs might be integrated with the overall community college program. The functions of the Board and the administration would be the same as previously described for a college "without walls" program. A major difference would be the emphasis on those persons eligible for training and

educational programs under CETA. Non-CETA students would participate in the community college programs in the manner described in Model 1.

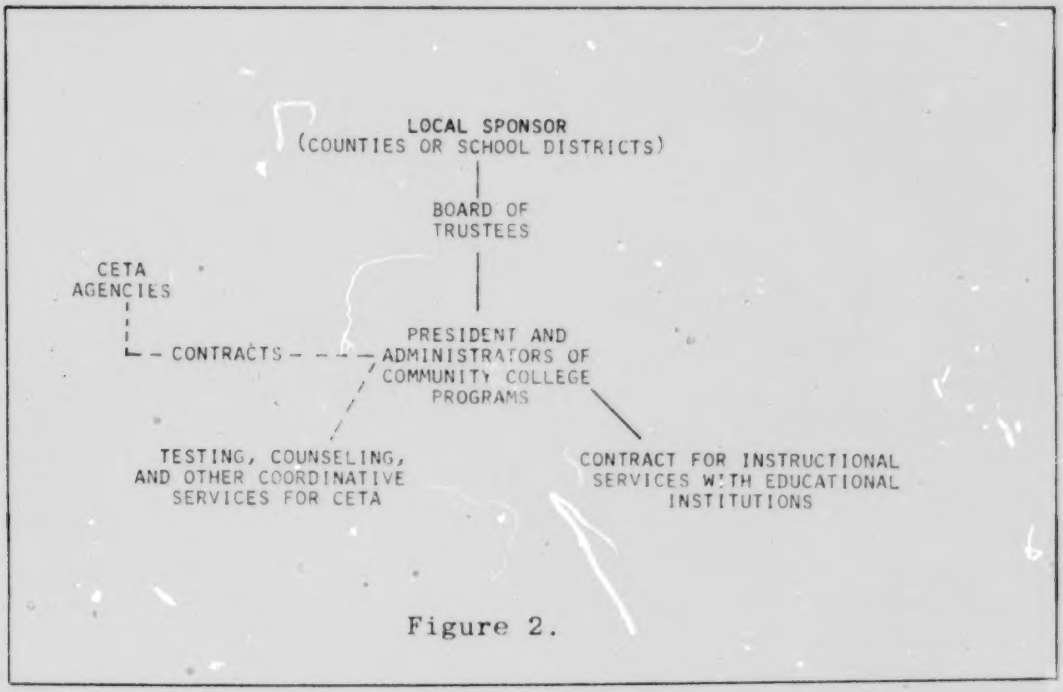


Figure 2.

In addition to offering courses of instruction as described earlier, the community college could provide testing and screening services, under contract to CETA agencies, and perhaps to assist in planning and coordinating educational programs which might require students to receive instruction and training at several different secondary and postsecondary educational institutions.

Model 3: Community College Services Utilizing an Existing State College

This approach would operate similarly to the Model 1 -- the contract method -- in providing instructional services. Organizationally and administratively it would differ in that, through arrangements with one of the existing four-year colleges in the area, management and support services would be provided by California State College (CSC).

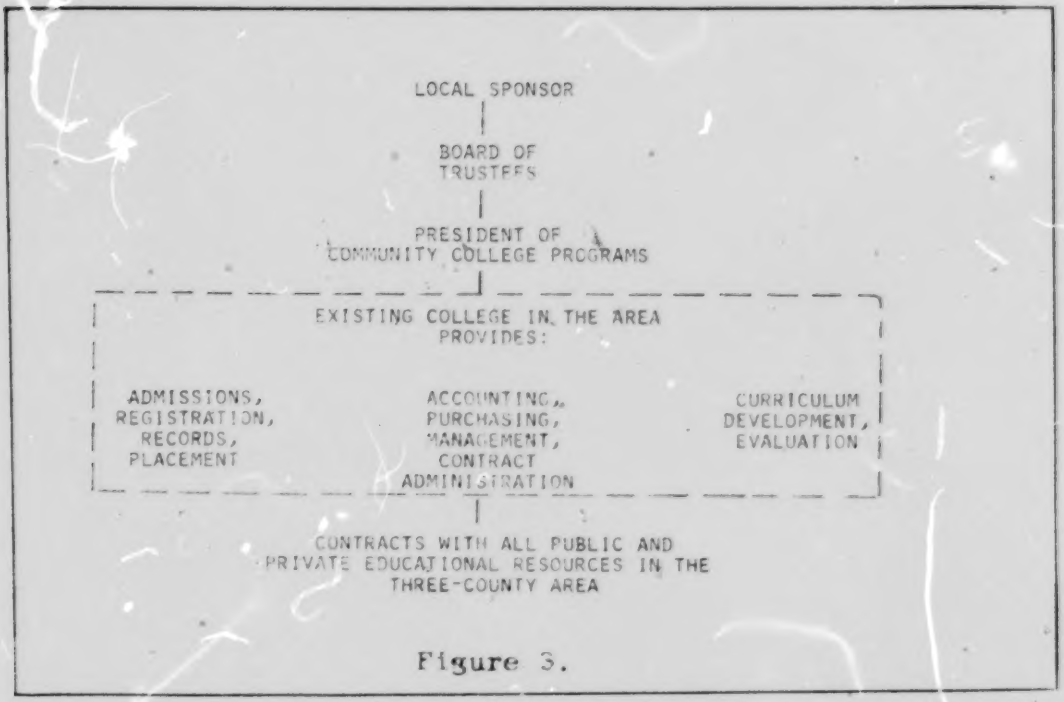

LOCAL SPONSOR
BOARD OF TRUSTEES
PRESIDENT OF COMMUNITY COLLEGE PROGRAMS
EXISTING COLLEGE IN THE AREA PROVIDES:
ADMISSIONS, REGISTRATION, RECORDS, PLACEMENT
ACCOUNTING, PURCHASING, MANAGEMENT, CONTRACT ADMINISTRATION
CURRICULUM DEVELOPMENT, EVALUATION
CONTRACTS WITH ALL PUBLIC AND PRIVATE EDUCATIONAL RESOURCES IN THE THREE-COUNTY AREA

Figure 3.

Figure 3 is an illustration of how such a structure might appear. As with the models described earlier, the community college program would be under a separate Board of Trustees appointed by the local sponsor. The President of community college programs would be hired by the Board. The

President and Board would develop agreements and operating arrangements with the CSC to obtain the needed administrative, records, and management support. Although the four-year institution would provide these administrative services, all public and private educational resources in the three-county area should be utilized to provide the instructional services on a decentralized basis at selected locations throughout the area as illustrated earlier.

The emphasis would be on flexibility in response to local needs in particular geographic areas and on bringing educational programs out to the non-traditional students.

For example, California State College (CSC) could act in a role similar to the Rio Grande College described earlier. Within the existing structure of CSC, admissions, registration, accounting, student records, and other administrative tasks could be carried out for students of community college programs along with the similar tasks being conducted for regular CSC students. Funds could be received from the Commonwealth, the local sponsor, and community college student tuition charges and expended for the educational and administrative costs associated with the community college programs.

WHO WOULD USE THE COMMUNITY COLLEGE SERVICES?

It has been the experience of community colleges in Pennsylvania and elsewhere that, in general, community colleges serve a different group of the population than are being served by traditional two-year and four-year colleges. Again speaking in general terms, in addition to recent high school graduates who are continuing into community college programs on a full-time basis, a large proportion of community college participants include the following:

* Persons in the traditional college age range of 18 to 22 years who are working part-time and attending community college programs part-time;

* Housewives who are preparing for re-entry into the labor force at some future time;

* Adults of all ages participating in evening programs to develop skills and capabilities which have cultural, artistic, or intellectual value to them;

* Disadvantaged persons preparing to enter the skilled labor force;

* Persons seeking to avoid job obsolescense; and many others.

A key characteristic of community colleges which have influenced the kinds of students being attracted are flexibility

and accessibility. Flexible scheduling, evening and weekend classes, and location have encouraged greater numbers of part-time students trying to upgrade their skills, change careers or broaden their educational horizons. The characteristics of the three models of community college services which would be brought to Fayette, Greene, and Washington Counties described earlier in this report are all intended to build upon these characteristics.

Summary of Survey Results

In order to obtain an indication of the attitude of potential students and other citizens toward the establishment of a community college "without walls" program in Fayette, Greene, and Washington Counties, several surveys were made in the spring and summer of 1977. The groups which were surveyed included high school students, adults, and business, professional, and public service employers. Copies of the questionnaires are included as Appendix C.

The students, not yet being direct taxpayers, are considered to have the role of "consumers" of community college programs. Adult opinions also represent the viewpoint of consumers as it has been found that many adults participate in community college education. The adults, in addition, have the role of financial supporter of a community college since part of the costs are paid from state and local tax revenues. The business, professional and public service employers also represent a consumer interest as well as having a financial support role through taxes. As consumers, employers have the opportunity to utilize the

services of employees who have received increased skills and employment value through the college program.

The following paragraphs will summarize the major findings of the surveys. Details of the responses, broken down by geographic location, grade, sex, etc., are contained in the separately bound Appendix B to this report.

A total of 4,153 adult responses were obtained. The responses from the three counties were in proportion to the relative populations of the counties. Somewhat more females than males responded; and because the surveys were conducted through the schools, some 98% of the persons who responded are the parents of school-age children.

One of the key questions asked the adults was whether they believed the opportunities for education beyond high school were adequate in their area. Table 1 contains the response to that question. As indicated, in Greene and Washington Counties, over 50% of the persons who responded felt the opportunities were <u>not</u> adequate with the most common reason being given as <u>costs</u>.

Table 1 also includes the responses to the question concerning the need for community college programs in the local area. As shown in the table, over 50% of the persons believed there is a need, with the highest proportion (69%) coming from Washington County.

Table 1 also contains the number of adult respondents who indicated they would plan to attend community college programs in their local area at a cost of approximately $20 per credit.

	Fayette	Greene	Washington	Total
Population (Percent of Total)	155,000 (39%)	36,000 (9%)	211,000 (52%)	402,000 (100%)
Number of Responses (Percent of Total)	1,592 (38%)	487 (12%)	2,074 (50%)	4,153 (100%)
Are Opportunities for Education Beyond High School Adequate Now?	Yes 427/27% No 668/42% Und. 437/27%	Yes 103/21% No 249/51% Und. 129/26%	Yes 434/21% No 1,166/56% Und. 448/22%	Yes 964/23% No 2,083/50% Und. 1,014/24%
Main Reason(s) Stated for Inadequacy?	Costs	Costs	Costs/Distance	Costs
Need for Community College Programs?	Yes 891/56% No 154/10% Und. 479/30%	Yes 277/57% No 57/12% Und. 140/29%	Yes 1,403/68% No 173/ 8% Und. 472/23%	Yes 2,571/62% No 384/ 9% Und. 1,091/26%
Would You Plan to Attend? (Percent of Respondents)	312 (20%)	101 (21%)	589 (28%)	1,002

TABLE 1. SUMMARY OF ADULT RESPONSES TO QUESTIONNAIRE

Other questions dealt with the kinds of programs and specific vocational areas adults might be interested in. As would be expected, a large proportion were interested in career or employment oriented programs. Appendix B contains the specific responses.

Questionnaires were provided to students in 10th, 11th, and 12th grades through the public and non-public school districts in the three counties. A total of 9,000 responses were obtained. The distribution of responses among the three counties, between males and females and among the

three grades were generally in proportion to the respective student populations, except that a slightly lower response rate was achieved from the high school seniors.

The questions asked the students were generally aimed at determining their plans for further education beyond high school. Of particular significance were the reasons those who had no plans for further education gave for their decision.

	Fayette	Greene	Washington	Total
Socio-Economic Data				
Per Capita Income	$2,164	$2,185	$2,650	-----
Percent Adults Who Are High School Graduates	43.9%	41%	50.4%	-----
Percent Adults Who Have Attended College	11.0%	14%	18.0%	-----
1975 High School Graduates Who Continued Education	37.0%	39%	50.0%	47% (Statewide Average)
Survey Responses				
Number of Responses (Percent of Total)	3,159 (35%)	936 (10%)	5,032 (55%)	9,127 (100%)
Plan to Continue Education Beyond High School	Yes 1,279/40% No 947/30% Und. 915	Yes 373/40% No 273/29% Und. 285	Yes 2,712/54% No 1,055/21% Und. 1,240	Yes 4,364/48% No 2,275/25% Und. 2,440
Would Plan to Attend Community College Programs? (Percent of Respondents)	353 (11%)	99 (11%)	568 (11%)	1,020 (11%)

TABLE 2. SUMMARY OF STUDENT SURVEY RESPONSES AND OTHER DATA

Table 2 is a summary of the responses to questions concerning future educational plans. The responses to the question "Are you planning to continue your formal education after graduation from high school?" are combined in the Table with several other social and economic statistics from the three counties. The responses correlate quite well with the social and economic characteristics, as well as with the

percentages of 1975 high school graduates who did actually go on into postsecondary education. It should be noted that in 1975, on a statewide basis, some 48% of high school graduates continued into postsecondary education. Both Fayette and Greene Counties are well below this statewide percentage.

When students were asked "why" they did not plan to continue their education, the most common replies were that they were tired of school, wanted to get a full-time job, or did not believe further education was required for their plans for the future; however, some 6.7% of the students having no plans to continue indicated that "costs are too high". If this percentage is applied to an entire graduating class of some 6,400 students from the three counties, it is equivalent to several hundred students.

The percentages of students noting cost as a reason for not continuing ranged from 7.3% in Washington County to 5.5% in Greene County.

Following the questions concerning postsecondary education plans, a question was asked concerning whether the student would be interested in community college programs if they were available within commuting distance and at a cost of approximately $500 per year. Slightly over 1,000 of the 9,000 persons responded a "yes" answer and another 3,000 indicated the answer "probably". Of course, not all those answering positively to this question would actually carry out their plans, but the responses are an indication of significant interest. Most common reasons for giving a positive response were that the student could keep a job and attend the college programs, and that the student could live at home. In addition, the low cost of the community college programs was mentioned frequently.

The survey responses were then examined to determine the number of students who had indicated no plans to continue their education and then, when they came to the community college question, gave a positive response. Over 500 students who had indicated no plans to continue later indicated either a "yes" or "probably" response to the community college question. It appears that these responses reinforce the belief that community colleges serve a generally different set of students than do the traditional colleges and universities.

When those students who responded positively to the question concerning attendance at a community college were asked about the kind of program they would be interested in, approximately 80% indicated an interest in technical training or two-year career training, while some 20% noted an interest in college transfer programs. Again, this response reflects statewide experience in community colleges in which most emphasis is career programs.

When asked which specific vocational interests the students planned to enter after formal education was completed, those students responding positively to the community college question indicated the following areas most frequently:

1. Nursing
2. Secretarial Science
3. Accounting
4. Medical/Dental Assistant
5. Automotive Maintenance
6. Forestry/Wildlife Management
7. Data Processing
8. Engineering
9. Commercial Art
10. Building Construction

It should be noted that not all of these vocational interests are of the kind typically developed through community college programs. Some are traditionally the result of vo-tech training (e.g. building construction) and some require at least a four-year degree (e.g. engineering). However, depending on the specific interests, resources and cooperative arrangements, vo-tech, four-year colleges, and the community college could all offer programs which supplement each other in nearly all of these areas.

The Appendices contains a more detailed discussion and analysis of the student survey, including breakdowns of responses by county, grade level, and in some cases, individual school districts.

Business, professional and public service employers in Fayette, Greene, and Washington Counties were also surveyed to determine their support for community college programs and to learn about their needs for trained employees.

Approximately 70 responses were received, representing the employers of approximately 9,500 persons in the three county area. When asked of their need for trained people now, the most commonly identified job titles were as follows:

Bookkeeping and Accounting
Business Management
Clerical and Secretarial
Welding and Machine Technology
Instrumentation and Plant Control
Law Enforcement

When asked to identify their possible needs for trained people in from five to ten years from now, the following positions were generally identified in addition to those above:

Drafting and Print Reading
Data Processing
Auto and Diesel Mechanics
Computer Technology
Occupational Safety
Nursing - RN

Since business and professional employers would provide part of the financial support of community college programs through their state and local taxes, they were asked whether they favored the establishment of community college programs in the three county area. Of the approximately 70 responses, 52 indicated a favorable attitude for such programs (74%); while only 6 responses (8%) were unfavorable and the balance of 28% were undecided. It might be noted that of the three similar surveys recently completed in other parts of Pennsylvania, none reflected business, professional, and public service employer support as strongly as was demonstrated in the Fayette, Greene, and Washington County areas.

As with the other categories of respondents described above, more detailed information concerning the business, professional, and public service employer survey is contained in the Appendices.

Enrollment Estimates

Estimates of potential enrollment in community college services in Fayette, Greene, and Washington Counties have been made to provide a basis for estimates of costs and benefits. The enrollment estimates are based on the responses to the survey questionnaires and on experience in other Pennsylvania community colleges.

In community college feasibility surveys conducted in other parts of Pennsylvania, the assumption has been made that 60% of the 12th grade students responding with a "yes" answer to the question of whether they would attend community college programs, and 40% of those responding "probably", would actually enroll. In the survey conducted in Fayette, Greene, and Washington Counties, some 316 seniors replied "yes" and 704 replied "probably" when asked this question. A total of 2,258 seniors were included in the survey, representing 35% of the approximately 6,400 seniors in the three-county area.

If one applies the above estimators to the area, approximately 1,300 seniors may be expected to enroll in community college programs -- many on a part-time basis. It is likely the numbers will be lower in the first few years of operation while the programs are still developing.

In other areas of Pennsylvania which have community college services, enrollment statistics indicate that an average of approximately 10% of high school graduates enroll in the community college. Again considering the 6,400 high school graduates annually from Fayette, Greene, and Washington Counties, this would indicate that some 600 to 700

graduates would be expected to enroll annually for a total two-year enrollment of 1,200 to 1,400 recent high school graduates.

Making enrollment projections for adults is more difficult and hazardous than for students because of the relatively smaller sample of adults in the survey, and because statistical data from other community colleges in Pennsylvania is more scanty.

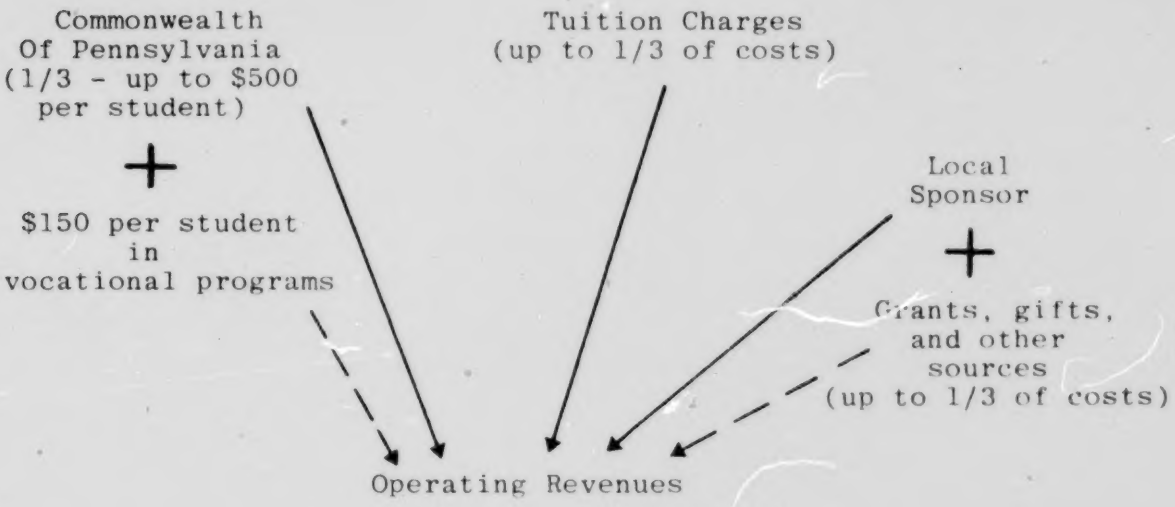
Of the 4,153 adults responses to the survey, over 1,000 indicated an interest in community college programs. Although this proportion obviously cannot be extrapolated to the entire adult population, it does show significant interest.

Elsewhere in Pennsylvania, community colleges experience from about three to twenty adult continuing education registrations per 1,000 of population. Applying the number at the low end of this range to the 400,000 population of Fayette, Greene, and Washington Counties, would indicate that at least 1,200 adults could be expected to participate in community college programs at any given time.

On the basis of the above preliminary data, and for the purpose of estimating costs, it is estimated that approximately 2,000 to 2,200 recent high school graduates and adults could be expected to be participants. Since many of these persons would be only taking one or two courses on a part-time basis, this would correspond to approximately 1,000 to 1,200 full-time-equivalent (FTE) students.

WHO PAYS FOR COMMUNITY COLLEGE SERVICES?

Funds to pay for community college operating costs, instructors, rent of space, contracts with other institutions, and for administration of the program come from several basic sources:



* The Commonwealth will pay one-third of the costs up to a payment of $500 per student per year;

* For students in certain terminal vocational educational programs, the Commonwealth will pay an additional amount up to $150 per student;

* Appropriations by local sponsors, usually the county government, will account for up to one-third;

* Tuition charged to students can cover up to one-third of the operating costs; and

* Gifts, grants, and financial support which are often received from foundations, federal, state, and corporate sources.

In 1975, the average tuition charge to the student in the fourteen community colleges was $244 per semester; or a little over $20 per credit. In 1973-1974, the average total cost for each full-time equivalent student in the community colleges was $1,342 per year.

Although the local sponsor may have to fund up to one-third of the cost, all federal grants, gifts, contributions, and other funds received by the college make up part of the local sponsor's share. As a result, local sponsor costs are usually considerably less than one third; in fact, in recent years, the costs to local sponsors in Pennsylvania have been much nearer to 20% than to 33%.

More detailed basis for the cost estimates are contained in the separately bound appendices to this report; however, the total estimated operating and instructional costs for 1,000 full-time equivalent students is approximately $1,040,000. An estimate of the source of revenue is as follows:

Student Tuition Charges ($347 per student per year)	$ 347,000
Basic Commonwealth Share (1/3)	$ 347,000
Commonwealth Payment for Students in Vocational Programs ($150 for 400 students)	$ 60,000
Local Share (grants, gifts, appropriations)	$ 286,000
TOTAL	$1,040,000

If the local share were to be split between the three counties on the basis of population, the annual share for each of the counties would be as follows:

Fayette County (pop. 155,000)	$110,000
Greene County (pop. 36,000)	$ 26,000
Washington County (pop. 211,000)	$150,000

The costs above represent approximately 71¢ per person per year in local funds.

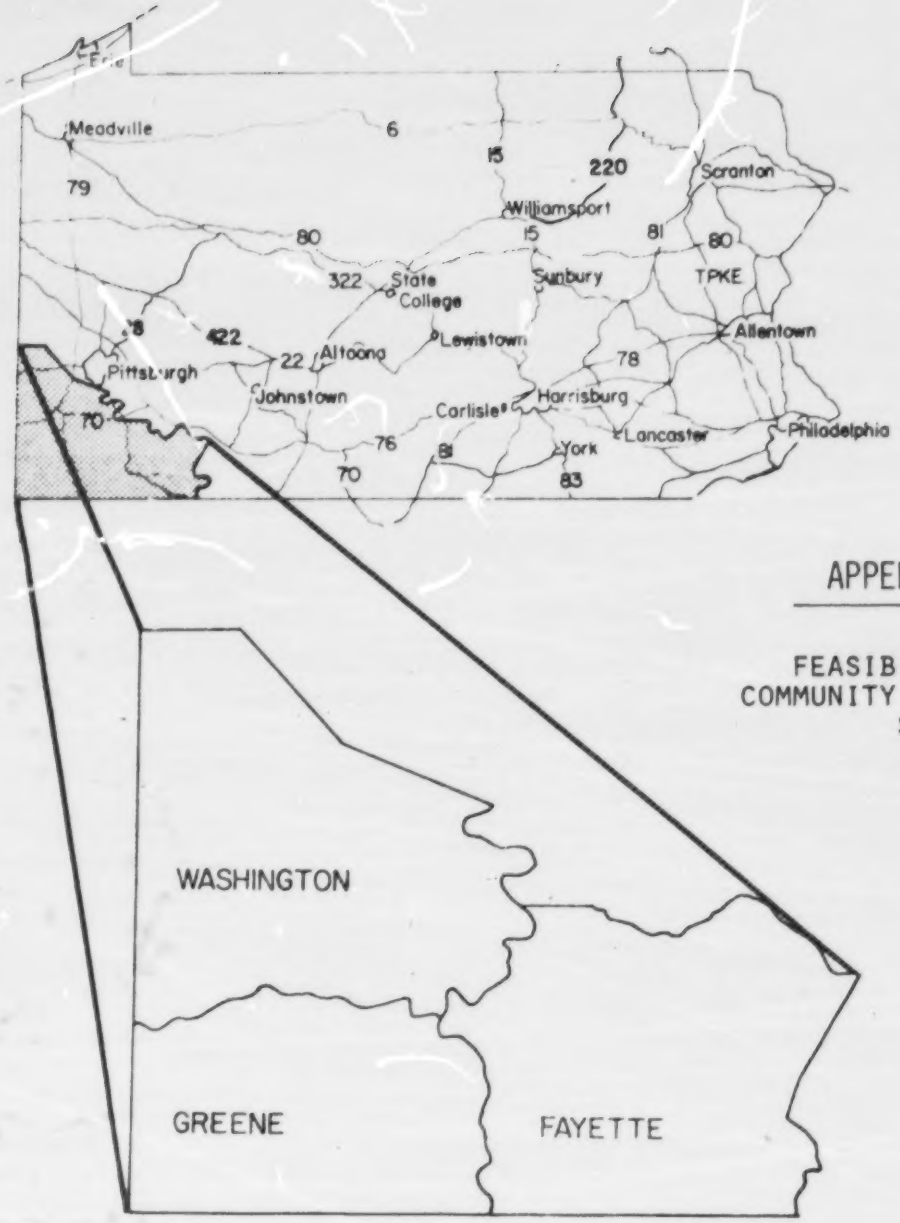
WHAT TO DO NEXT?

The Community College Act, along with rules and regulations of the State Board of Education specify the procedures to be followed in establishment of community college services. The basic steps are outlined in Figure 4.

The major step is the decision itself. The decision of potential local sponsors can be based in part on the results of this summary report and the more detailed appendices which accompany it. Discussions with citizens, with business and labor representatives, and with officials of existing secondary and postsecondary educational institutions will be helpful. In addition, the Department of Education has experienced resource persons who can help in answering questions and beginning the process.

If a decision is made to go ahead, the feasibility study is endorsed by the Commissioners and a request to sponsor community college programs is submitted to the State Board of Education. Upon approval of the request, within 60 days the local sponsors appoint a Board of Trustees for the community college. The Board of Trustees may consist of from seven to fifteen members representing the various geographic areas of the three counties, as well as being a cross-section of business, industry, labor, professions, and other groups.

Following the appointment of a President and needed administrative staff, initial educational program offerings are defined, budgets prepared, and arrangements are made for faculty, classroom space, library services, and other essential elements of the program.



APPENDICES

FEASIBILITY OF COMMUNITY COLLEGE SERVICES FOR FAYETTE, GREENE & WASHINGTON COUNTIES

PROJECT COORDINATED BY:

SOUTHWESTERN PENNSYLVANIA ECONOMIC DEVELOPMENT DISTRICT
PARK BUILDING
PITTSBURGH, PENNSYLVANIA

STUDY CONDUCTED BY:

LOCAL GOVERNMENT RESEARCH CORPORATION
STATE COLLEGE, PENNSYLVANIA

APPENDICES

APPENDIX A: CHARACTERISTICS OF THE REGION

APPENDIX B: DETAILED SURVEY RESPONSES

APPENDIX C: SURVEY FORMS AND BROCHURE

APPENDIX D: BASIS FOR COST ESTIMATES

APPENDIX A

SUMMARY OF CHARACTERISTICS OF
FAYETTE, GREENE AND WASHINGTON COUNTIES

THE REGION

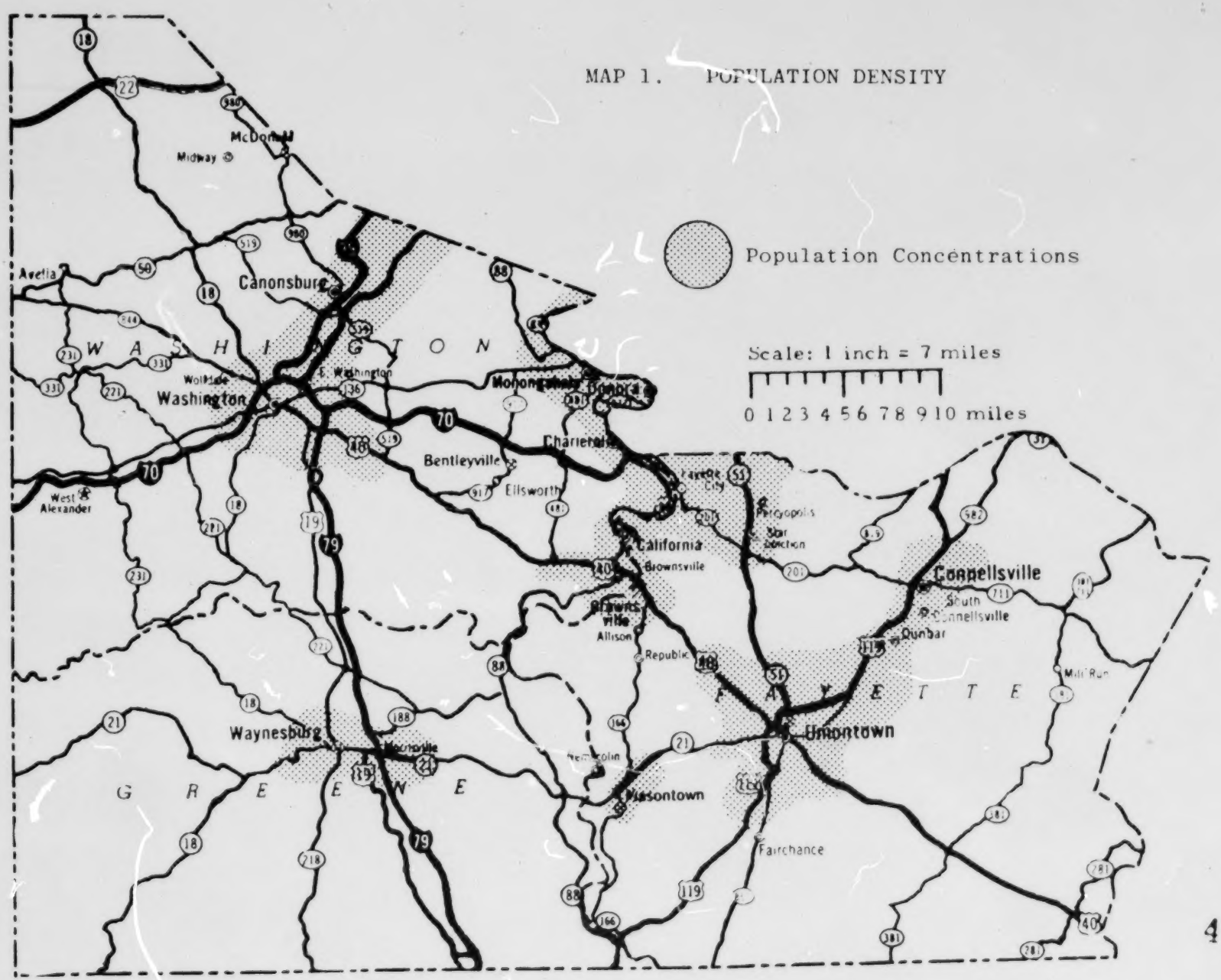
Washington, Greene, and Fayette Counties are located in the extreme southwestern corner of the State. The regional location map provided in this section indicates this geographical perspective as well as the close proximity of the Greater Pittsburgh SMSA.

The major landform of the region is the Pittsburgh Plateaus section comprised mainly of broken, rolling countryside. The majority of the area is not considered mountainous, except for the eastern portion. Here, in Fayette County, the Laurel and Chestnut ridges rise to an average of 2,000 feet. Two major rivers drain the area. The Monongahela forms the boundary between Fayette County to the east and Washington and Greene Counties to the west. The Youghiogheny flows from southeast to northwest through Fayette County. Considering the area as a whole, 46% of the land is forested, and 41% is crop and pastureland.

All of these natural factors have combined to dictate the concentration of population and the development and location of towns and cities over the years. As a general statement, it can be said that population density of the region is relatively low, with moderate population concentrations centered around Uniontown and Connellsville in Fayette County, Waynesburg in Greene County, and Washington and Canonsburg in Washington County (see Map 1). In addition, moderate concentrations of population are found along the Monongahela River Valley, in the vicinity of the Washington-Fayette County line. Of course, the close proximity of the Greater Pittsburgh SMSA has had an effect on the character of the region which will continue to grow in significance.

REGIONAL PLACEMENT MAP - WASHINGTON, GREENE, AND FAYETTE COUNTIES

MAP 1. POPULATION DENSITY



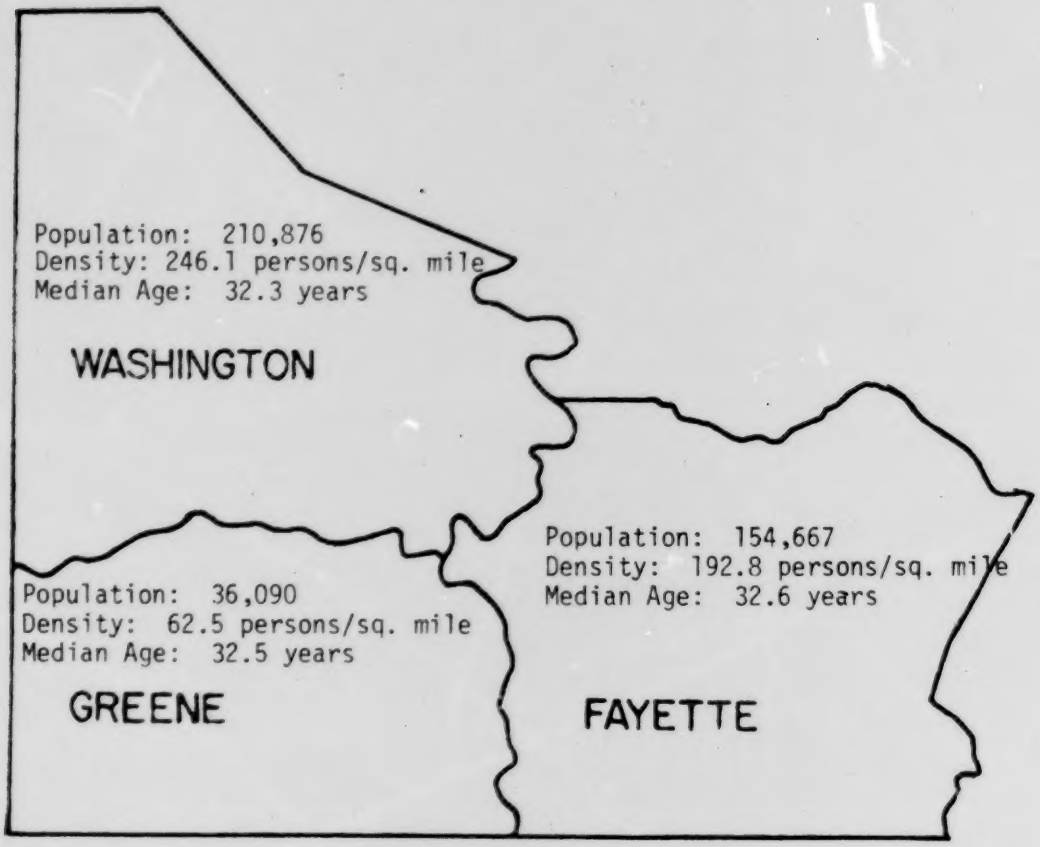
POPULATION CHARACTERISTICS

The determination of the need for community college facilities in the southwestern region must include a consideration of some important census figures. Probably one of the most basic comparisons that should be made is one involving median ages. As indicated on Map 2, the median ages of the population in all three of the Counties under consideration are above that of the median age for the State as a whole. Also, the uniformity of the median ages in all three Counties is evident, with all falling within a range of .3 year.

Another important step in this population analysis involves a comparison of age groups among the three Counties in the region, as well as with the figures from the State level. Table 1 presents these comparisons in terms of the three age groups that can be considered as being the most significant contributors to future utilization of community college facilities. An estimation of the stability of the various population groups in the region and in each separate County can be arrived at from this Table. When compared to the State percentage of population in the 15-24 age group, it can be seen that Greene and Washington Counties may be considered somewhat more stable in terms of holding young people just out of high school than is Fayette County, which falls below the State percentage. However, the region as a whole falls below the State percentage in the 25-34 age group. The 35-54 age group, on the average, tends to approximate the State figures. Even though these figures can give an indication of the general population makeup of the region, they cannot alone provide an estimation of future utilization of community college facilities. However, when taken together with the survey results, this type of estimation can be made with greater confidence.

MAP 2

1970 Population, Density and Median Age



Pennsylvania

Population: 11,700,000
Density: 262.3 persons/sq. mile
Median Age: 30.7 years

TABLE 1

PERCENTAGE OF TOTAL POPULATION IN PRIMARY AGE GROUPS
(1970)

	COUNTY			
AGE	GREENE	WASHINGTON	FAYETTE	STATE
15-24	17.2	16.3	15.4	16.3
	(6,217)	(34,336)	(23,839)	
25-34	9.0	10.4	9.5	11.2
	(3,258)	(21,895)	(14,752)	
35-54	22.9	25.7	24.3	24.5
	(8,282)	(54,226)	(37,655)	

Source: 1970 U.S. Census of Population

Perhaps the most important population figures to be considered in this section are those having to do with projected increase. Table 2 indicates that an overall decrease in all three Counties is expected during the thirty years between 1970 and 2000. The percentages of decrease are all well below the moderate increase expected in the State as a whole during the same time period. Although it can be said that these decreases are attributable to a combination of the two main factors of out-migration and a small, or even negative, net natural increase (taking into consideration the birth/death ratio), it is not possible at this stage to pinpoint which of these factors will be most significant.

Map 3 is a visual display of a comparison of figures for educational attainment among the population of the three Counties. The significance of this comparison lies in the fact that all percentages for high school graduates over 25 as well as for those over 25 who have attended college fall well below the State average. Of the three, Washington County comes closest to the State level.

Map 4 presents figures for expenditures (not including debt service) per pupil in public schools for each of the three Counties during the 1974-75 school year. Although these figures do not necessarily constitute a trend or indicate the relative quality of education being provided, they can be useful as an input in determining future priorities regarding educational facilities. The indication is that Greene County came the closest of the three Counties to the State average for per pupil expenditures, while Fayette and Washington Counties registered somewhat lower percentages for that particular school year.

TABLE 2

PROJECTED POPULATION CHANGE

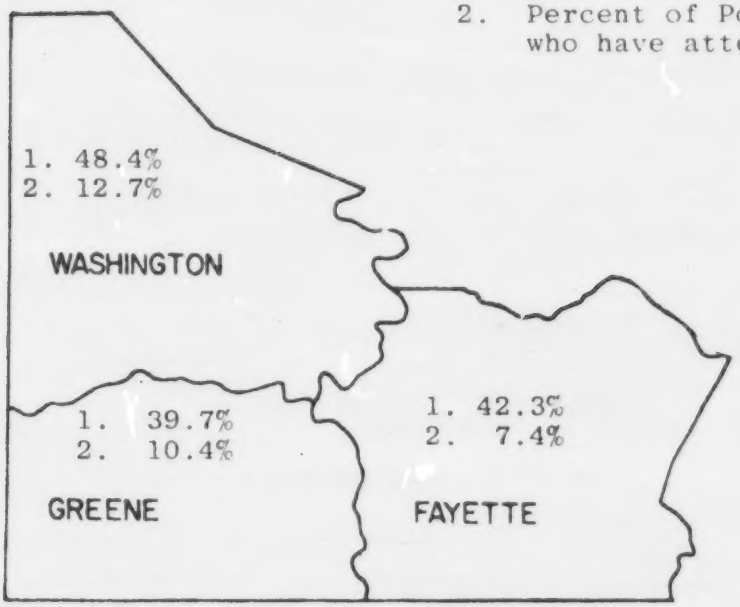
1970-2000

	1970-1980	1980-1990	1990-2000
Washington County	-2,832/-1.4%	-6,361/-3.2%	-5,761/-2.9%
Greene County	-1,556/-4.5%	-2,185/-6.8%	-1,538/-5.0%
Fayette County	-7,432/-5.0%	-10,381/-7.6%	-8,570/-6.7%
Pennsylvania	+269,588/+2.3%	+160,594/+1.3%	+194,826/+1.6%

Source: Commonwealth of Pennsylvania, Office of Higher Education, Bureau of Administrative Management

MAP 3. EDUCATIONAL ATTAINMENT

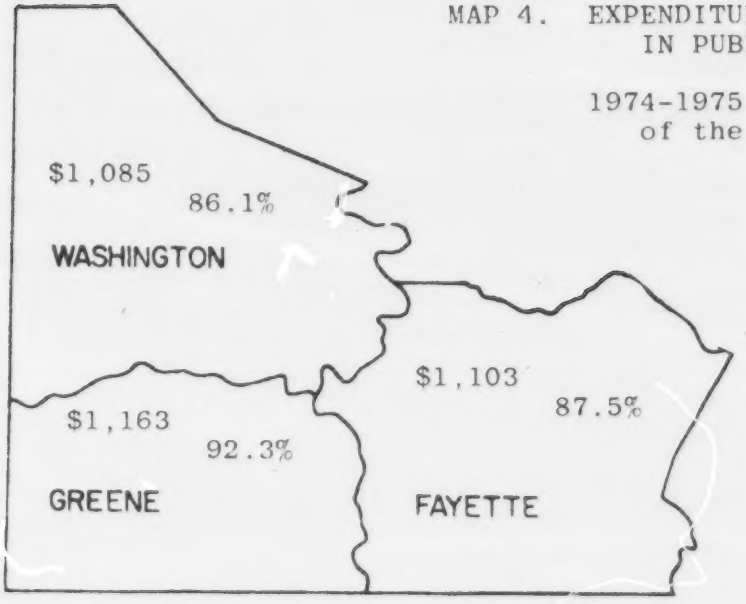
1. High School Graduates as percent of population over 25
2. Percent of Population over 25 who have attended college.



Pennsylvania Average:
1. 51.6%
2. 15.8%

MAP 4. EXPENDITURES PER PUPIL IN PUBLIC SCHOOLS

1974-1975 and as a percent of the State average



THE ECONOMY

A major indicator of an area's economic status is the per capita income. As presented in Table 3, the average figures for the southwest region as a whole fall well below those for the State. This is true for both current and projected per capita income. The projected per capita income for the State as a whole is expected to grow at a slightly faster rate than that for the southwest region; however, the slight difference (1%) is not considered significant.

TABLE 3
PER CAPITA INCOME

	Regional Average	State	Region as % of State
1975	$4,333	$5,567	77.8
1980*	$6,024	$7,845	76.8

* Based on August, 1974 estimate

Source: Pennsylvania Industrial Census Series, Pennsylvania Department of Commerce, 1976

Coal and petroleum mining are the major industrial employers in Washington and Greene Counties, while manufacturing is number one in Fayette County. Manufacturing also plays a large role in the economies of Washington and Greene Counties.

Washington County ranked first in the State in 1975 for bituminous coal production, which employed 5,849 workers daily. The County also ranked 5th in 1975 for the production of crude petroleum.

Greene County ranked third in the State in 1975 for bituminous coal production, which employed 3,880 workers daily. That same year, the County was ranked 9th for crude petroleum production.

Fayette County's coal industry was ranked 11th in the State in 1975, employing 1,245 workers daily. It was ranked 18th in crude petroleum production. The County's leading employer was the manufacturing industry which, in 1974, employed 7,883 persons and produced goods valued at $313,550,000.

The entire region has undergone somewhat of a tourist boom in the past several years. This industry will no doubt continue to figure heavily in the future trends of the area's economy. Another major factor to be considered in evaluating the area's future economic capacity is the increasing interest being expressed in a return to the use of coal as a major energy source. The significance of this factor in terms of employment and general economic health in the near future will have an impact on the provision of an adequate level of public services, including educational facilities.

Table 4 presents information concerning employment in the manufacturing industry in each of the three counties involved in this study. The first column lists the total number of persons employed in 1975 by manufacturing establishments in each county. Column 2 lists the Pennsylvania Department of Commerce employer classifications which accounted for the majority of manufacturing employment in each county, while the figures listed in column 3 indicate the relative share each classification contributed to the total manufacturing employment figure for that year.

TABLE 4

REGIONAL MANUFACTURING EMPLOYMENT

(1975)

County	Total Manufacturing Employees	Major Employer Classification	Number of Employees/ % of Total
Washington	18,787	Primary Metal Industry	5,357 28.5
		Electronic Machinery Equipment	3,942 21.0
		Stone, Clay, Glass and Concrete Products	3,040 16.2
Greene	706	Apparel	420 59.5
		Food Products	61 8.6
Fayette	7,278	Stone, Clay, Glass and Concrete Products	1,502 20.6
		Apparel/Finished Products	1,340 18.4
		Fabricated Metal Products	1,065 14.6
		Transportation Equipment	821 11.1
TOTALS	26,771		17,548 65.5

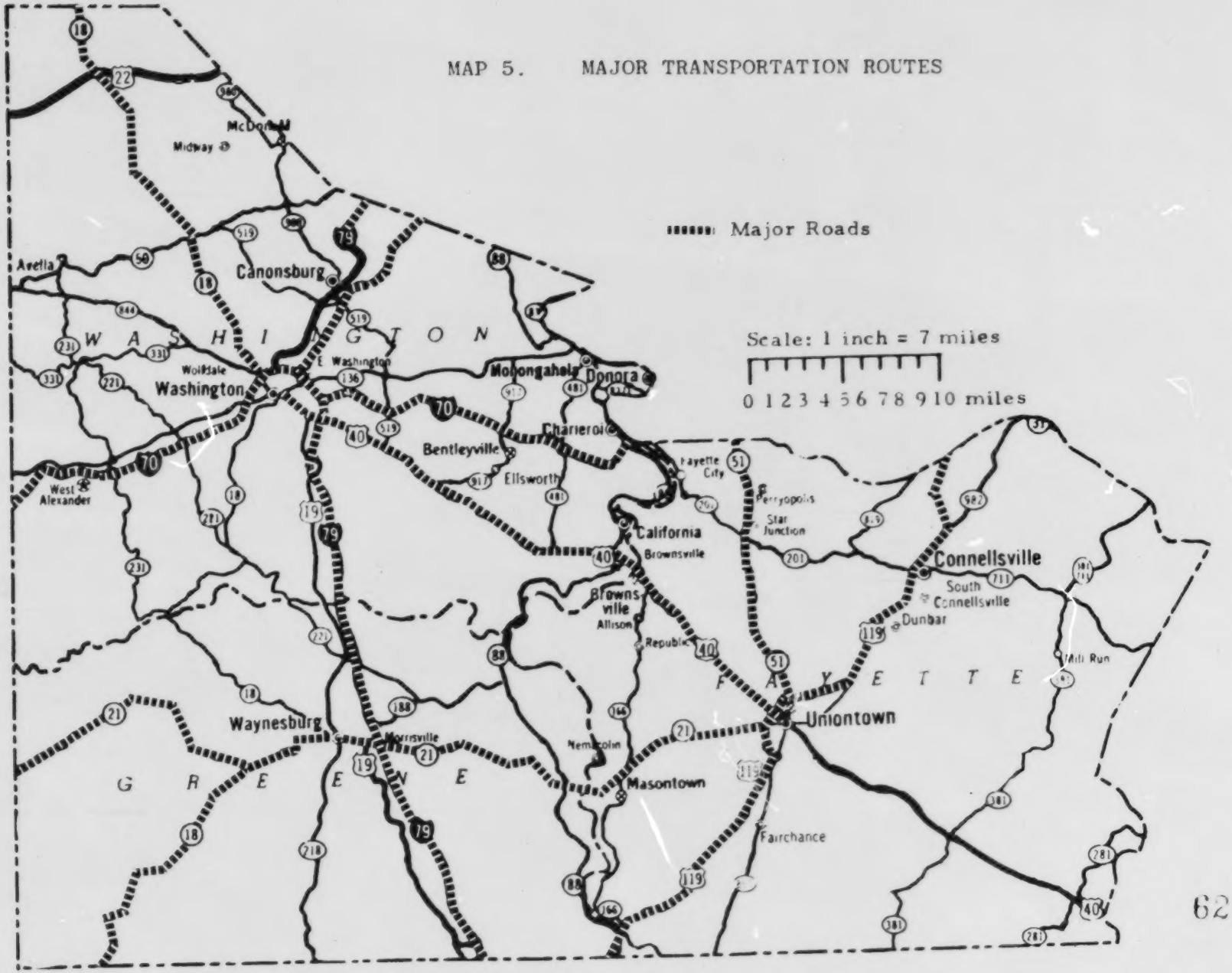
Source: Pennsylvania Industrial Census Series, Pennsylvania Department of Commerce, 1976

THE TRANSPORTATION NETWORK

An important factor to be evaluated in determining the future need and utilization of community college facilities in the region is the relationship between the location of major population centers and the adequacy of transportation facilities serving those centers, most notably the highway system.

Map 5 illustrates the relationship of these factors. As indicated on the map, the region is well served by major roadways connecting the major population concentrations. Included in this system are Interstate Routes 79 and 70; U.S. Routes 40, 119, and 19; and Pa. Routes 51, 21, and 88. The major centers being served by these routes are located along a crescent beginning with Canonsburg in Washington County, passing through Washington, continuing through Waynesburg in Greene County, Uniontown in Fayette County, and ending in Connellsville.

MAP 5. MAJOR TRANSPORTATION ROUTES



APPENDIX B

DETAILED SURVEY RESPONSES

RESPONSES TO STUDENT SURVEY

The first two questions on the student survey requested the name and school of the student completing the questionnaire.

Question 3: "Sex". The number of males and females completing the survey is shown below:

	Fayette	Greene	Washington	Total
Male	1,309	429	2,132	3,870
Female	1,614	442	2,409	4,465

Question 4: "Grade Level". The response to this question is shown in the following breakdown by grade and county.

Grade	Fayette	Greene	Washington	Total
10	1,140	415	1,703	3,258
11	1,065	254	1,601	2,920
12	709	226	1,323	2,258

Question 5: "Circle the county in which you live".

	Fayette	Greene	Washington
Responses	3,159	936	5,032

Question 6: "Circle the course of study in which you are presently enrolled". The total number of responses for all three counties is:

1,620 - Business or Commercial

3,528 - College Preparatory

1,075 - Vocational

2,632 - General

Question 7: "What do you estimate your overall grade average to be?"

TOTALS FOR THREE COUNTIES

1,230 - A

3,881 - B

3,462 - C

417 - D

33 - Below D

Question 8: "Are you planning to continue your formal education after graduation from high school?"

	Fayette	Greene	Washington	Total
Yes	1,279	373	2,712	4,364
Undecided	915	285	1,240	2,440
No	947	273	1,055	2,275

Question 9: "If you answered "yes" or "undecided" in Question 8, please check the kind of educational institution which you have in mind."

	Fayette	Greene	Washington	Total
State College or University	791	221	1,501	2,513
State-Related College or University	178	51	346	575
Private 4-Year College or University	175	57	479	711
Trade or Technical School	434	155	711	1,300
Junior College	54	10	88	152
Business School	307	69	541	917
Nursing School	160	61	228	449
Other	190	60	343	593

Question 10: "If you answered "no" in Question 8, please check the one or more reasons from the list below."

	Fayette	Greene	Washington	Total
Distance from home	5	2	10	17
Want to get a full-time job	462	137	508	1,107
High school grades are not high enough	65	9	77	151
Costs	57	14	72	143
Plans do not require it	231	60	239	530
Tired of school	150	47	204	401
Other reasons	81	28	92	201

Question 11: "If Community College or Technical Institute programs were available to you within a reasonable commuting distance to the Fayette, Greene, or Washington County area with a cost to the student of approximately $500 per year, would you plan to attend?"

School District	Yes	Probably	Probably Not	No
Albert Gallatin Area	62	195	119	131
Brownsville Area	78	185	107	98
Connelsville Area	130	547	409	239
Frazier	28	66	37	26
Laurel Highlands	0	0	0	0
Uniontown Area	61	224	159	121
Carmichaels Area	25	80	71	35
Central Greene	33	97	96	51
Jefferson-Morgan	21	98	68	37
Southeastern Greene	0	0	0	0
West Greene	19	65	62	62
Avella Area	19	75	62	55
Bentworth	8	15	10	12
Bethlehem-Center	2	0	2	0
Burgettstown Area	75	168	95	69
California Area	42	123	76	54
Canon-McMillan	141	325	286	184
Charelroi Area	34	108	58	82
Chartiers-Houston	0	0	0	0
Fort Cherry	34	132	114	85
McGuffey	0	0	0	0
Peters Township	27	108	158	153
Ringgold	86	254	191	99
Trinity Area	79	327	315	243
Washington	6	17	15	16
Non-Public	10	41	66	40
Fayette	353	1,213	827	614
Greene	99	342	299	185
Washington	568	1,696	1,450	1,093

Listing of the traditional educational institutions which the students had in mind (Question 9) when they indicated a "yes" response to plans to participate in community college programs (Question 11):

261 - State College or University

62 - State Related College or University

45 - Private 4-Year College or University

292 - Trade or Technical School

34 - Junior College

145 - Business School

93 - Nursing School

73 - Other

Question 12. "If your answer to Question 11 is "yes" or "probably", please check one or more of the reasons why below."

Reason	Fayette	Greene	Washington	Total
Can live at home	814	218	1,111	2,143
Can keep job and attend	819	228	1,183	2,230
Low cost	497	167	826	1,490
My help needed at home	233	73	346	652
Can improve scholastic record	218	76	351	645
Be near present friends	380	136	617	1,133
Other	48	30	105	183

Question 13: "If your answer to Question 11 is "yes" or "probably", which one of the programs below would you most likely choose?"

Program	Fayette	Greene	Washington	Total
College transfer such as liberal arts and sciences	275	69	498	842
Technical training such as drafting, electronics, data processing, etc.	560	164	804	1,528
Two-year professional career training such as nursing, dental or medical technology, legal or medical secretary, etc.	662	188	838	1,688

Question 14: "What vocation (employment) have you considered entering when you complete further education or training?"

APPLIED ARTS	Fayette	Greene	Washington	Total
Commercial Art	53	13	131	197
Creative Writing	19	6	25	50
Entertainment	39	9	82	130
Food Services	49	9	52	110
Interior Design	42	15	64	121
Journalism	16	9	58	83
Photography	56	23	79	158
Radio-TV Production	37	11	83	131

HUMAN AND PUBLIC SERVICES	Fayette	Greene	Washington	Total
Child Care and Guidance	74	26	105	205
Clergy and Ministerial Services	6	3	17	26
Lawyer	52	13	103	168
Police & Fireman	73	16	87	176
Social Work	67	18	97	182
Teaching	64	22	94	180

BUSINESS	Fayette	Greene	Washington	Total
Accounting	127	26	223	376
Advertising	19	3	42	64
Agriculture	26	20	48	94
Banking	39	9	55	103
Data Processing	82	8	108	198
Hotel/Motel/Restaurant Management	24	12	52	88
Insurance	6	0	14	20
Marketing	35	14	57	106
Real Estate	9	6	21	36
Secretarial Science	157	39	224	420

CONSTRUCTION AND INDUSTRIAL ARTS	Fayette	Greene	Washington	Total
Assembly Worker	18	8	18	44
Automotive Maintenance	97	39	140	276
Building Construction	106	26	123	255
Electrician	70	19	86	175
Equipment Operator	47	20	64	131
Machine Operator	62	25	67	154
Plumber	9	3	25	37
Welder	46	20	78	144

ENGINEERING, SCIENCE TECHNOLOGY	Fayette	Greene	Washington	Total
Architecture	46	15	61	122
Drafting/Design	35	16	56	107
Electronics Technician	50	13	61	124
Engineering	92	28	238	358
Forestry/Wildlife Management	80	27	153	260
Science	38	10	77	125

HEALTH SERVICES	Fayette	Greene	Washington	Total
Doctor/Dentist	91	32	158	281
Health Services Administrator	19	3	23	45
Medical/Dental Assistant	96	31	94	221
Nurse LPN	38	18	44	100
Nurse RN	124	43	220	387

OTHER	Fayette	Greene	Washington	Total
Armed Forces	74	31	109	214
Barber/Beautician	76	19	98	193
Librarian	7	2	6	15
Other	231	75	442	748

RESPONSES TO ADULT SURVEY

Question 1: "Sex". The number of males and females completing the survey is shown below:

	Fayette	Greene	Washington	Total
Male	361	101	452	914 (23%)
Female	1,129	365	1,549	3,043 (77%)
Totals	1,490 (38%)	466 (12%)	1,998 (50%)	3,957 (100%)

Question 2: "Are you a parent of a school age child?"

	Fayette	Greene	Washington	Total
Yes	1,545	479	1,984	4,008
No	42	5	87	134

Question 3: "Name of the school district in which you live."

District	Number of Respondents
Albert Gallatin Area	187
Brownsville Area	272
Connellsville Area	529
Frazier	139
Laurel Highlands	3
Uniontown Area	468
Carmichaels Area	120
Central Greene	150
Jefferson-Morgan	113
Southeastern Greene	0
West Greene	108
Avella Area	44
Bentworth	53

Question 3 (cont'd)

District	Number of Respondents
Bethlehem-Center	0
Burgettstown Area	210
California Area	107
Canon-McMillan	346
Charelroi Area	38
Chartiers-Houston	0
Fort Cherry	145
McGuffey	2
Peters Township	219
Ringgoid	383
Trinity Area	295
Washington	169
Non-Public	52

Question 4: "Circle the county in which you live."

	Fayette	Greene	Washington
Responses	1,592	487	2,074

Question 5: "Have you completed high school?"

	Fayette	Greene	Washington	Total
Yes	1,213	345	1,769	3,327 (80%)
No	376	141	302	819 (20%)

"If you have attended college, how many years did you complete?"

Years	Fayette	Greene	Washington	Total
1	75	28	147	250
2	39	14	110	163
3	29	10	60	99
4	59	24	162	245
5	16	6	36	58
6	13	9	36	58
7	7	1	9	17
8	3	1	6	10
9	0	3	6	9

Question 6: "Do you believe opportunities for education beyond high school are adequate in your local area?"

	Fayette	Greene	Washington	Total
Yes	427	103	434	964 (24%)
No	668	249	1,166	2,083 (51%)
Undecided	437	129	448	1,014 (25%)

Question 7: "If you feel educational opportunities are limited, which one of the following reasons do you believe is most important?"

Reason	Fayette	Greene	Washington	Total
Distance from home	258	94	517	869
Time schedules which conflicts with work or child care	196	67	240	503
Costs	543	156	699	1,398
Educational programs do not match employment needs	240	86	251	577
Other reasons	12	5	18	35

Question 8: "Is there a need for community college programs in your local area?"

	Fayette	Greene	Washington	Total
Yes	891	277	1,403	2,571 (64%)
No	154	57	173	384 (9%)
Uncertain	479	140	472	1,091 (27%)

Question 9: "If community college programs were available to you within a reasonable commuting distance with a student charge of approximately $20 per credit, would you plan to attend?"

	Fayette	Greene	Washington	Total
Yes	312	101	589	1,002 (25%)
Probably	486	153	697	1,336 (33%)
Probably Not	380	117	456	953 (24%)
No	337	104	301	742 (18%)

Question 10: "If you answered "yes" or "probably" to Question 9, would you enroll in:"

	Fayette	Greene	Washington	Total
Part-time evening	466	152	766	1,384 (59%)
Part-time day	254	92	426	772 (33%)
Full-time	72	13	104	189 (8%)

Question 11: "In what area of study are you most interested?"

Area of Study	Fayette	Greene	Washington	Total
College Transfer	110	35	242	387 (14%)
Associate Degree Program in General Education Studies	77	25	91	193 (7%)
Associate Degree Program in Technical Studies	445	147	668	1,260 (45%)
Vocational or Occupational Training Program	146	54	200	400 (14%)
Personal or Cultural Improvement	172	66	309	547 (20%)

Question 12: "If you answered Question 11, what vocational or employment area would you hope to pursue through additional education?"

APPLIED ARTS	Fayette	Greene	Washington	Total
Commercial Art	26	9	35	70
Creative Writing	16	7	29	52
Entertainment	6	3	18	27
Food Services	32	10	35	77
Interior Design	35	18	68	121
Journalism	10	2	21	33
Photography	15	1	21	37
Radio-TV Production	13	6	11	30

HUMAN AND PUBLIC SERVICES	Fayette	Greene	Washington	Total
Child Care and Guidance	42	13	54	109
Clergy and Ministerial Services	11	2	12	25
Lawyer	6	4	10	20
Police & Fireman	15	0	14	29
Social Work	51	26	71	148
Teaching	33	9	44	86

BUSINESS	Fayette	Greene	Washington	Total
Accounting	53	10	96	159
Advertising	7	1	14	22
Agriculture	8	2	8	18
Banking	8	1	21	30
Data Processing	23	3	26	52
Hotel/Motel/Restaurant Management	11	3	25	39
Insurance	6	0	6	12
Marketing	7	4	18	29
Real Estate	18	1	45	64
Secretarial Science	47	18	63	128

CONSTRUCTION AND INDUSTRIAL ARTS	Fayette	Greene	Washington	Total
Assembly Worker	14	5	12	31
Automotive Maintenance	22	7	27	56
Building Construction	14	4	18	36
Electrician	17	10	27	54
Equipment Operator	19	4	9	32
Machine Operator	12	4	17	33
Plumber	6	3	8	17
Welder	16	7	22	45

ENGINEERING, SCIENCE TECHNOLOGY	Fayette	Greene	Washington	Total
Architecture	3	1	10	14
Drafting/Design	14	1	15	30
Electronics Technician	7	5	21	33
Engineering	14	7	17	38
Forestry/Wildlife Management	14	2	29	45
Science	3	1	7	11

HEALTH SERVICES	Fayette	Greene	Washington	Total
Doctor/Dentist	5	0	12	17
Health Services Administrator	10	2	25	37
Medical/Dental Assistant	55	17	95	167
Nurse LPN	77	29	91	197
Nurse RN	48	28	114	190

OTHER	Fayette	Greene	Washington	Total
Armed Forces	4	0	3	7
Barber/Beautician	33	17	46	96
Librarian	6	2	15	23
Other	16	9	45	70

RESPONSES TO BUSINESS, INDUSTRY AND PUBLIC SERVICE EMPLOYERS SURVEY

Question 1: "How many persons are employed by your firm?"

Total number of employees represented: 5,488

Question 2: "Approximately how many of your employees are in jobs that require training beyond high school, but less than the bachelor degree level?

None	7	(16%)
1% - 25%	24	(55%)
26% - 50%	6	(14%)
51% - 75%	2	(5%)
Over 75%	5	(11%)

Question 3: "In which of the job areas do you need trained people now and in which areas would you expect to have an increased need five to ten years from now?

Job Area	Needed Now	Likely to Be Needed in 5-10 Years
Advertising	2	2
Agriculture	1	1
Air Conditioning and Refrigeration	2	3
Applied Mathematics	1	0

Job Area	Needed Now	Likely to Be Needed in 5-10 Years
Bookkeeping and Accounting	9	18
Building Trades	3	2
Business Management	7	11
Chemical Technology	0	5
Clerical	4	10
Commercial Art	1	2
Computer Technology	2	7
Data Processing	1	6
Drafting and Print Reading	3	11
Electrical Technology	4	5
Electronics	3	7
Engineering Technician	3	6
Environmental Technology	3	5
Food Services	0	0
Health Technology	4	0
Heavy Equipment Technology	0	4
Home Economics Technology	0	0
Journalism	0	1
Instrumentation and Plant Control	5	6
Inspection and Quality Control	2	4
Laboratory Technician	1	5
Labor-Management Relations	2	7
Law Enforcement and Related	5	3
Machine Shop Practice	10	11

Job Area	Needed Now	Likely to Be Needed in 5-10 Years
Machine Technology	5	9
Marketing	1	2
Mechanics (Auto, Diesel)	4	5
Metallurgy	3	2
Mining Technology	1	4
Nursing - RN	0	1
Occupational Safety	1	4
Office Machine Repair	0	1
Photographic Processes	2	2
Plant Protection	2	2
Plumbing and Pipefitting	2	3
Printing	2	3
Product Design	2	2
Purchasing	0	5
Retailing-Merchandising	2	4
Sales Representative	2	7
Secretarial	6	10
Supervisor - First Line	4	8
Technical Writing and Reporting	0	1
Welding	6	11

Question 4: "Do you believe the needs which you have identified are generally being met by the educational institutions in the Southwestern Pennsylvania area at the present time?"

Yes	5	(12%)
Partially	29	(67%)
No	9	(21%)

Question 5: "After having read the accompanying brochure, what is your attitude toward the possible establishment of community college "without walls" programs to serve Fayette, Greene, and Washington Counties?"

Favorable	32	(73%)
Undecided	8	(18%)
Unfavorable	4	(9%)

Question 6: "Depending on specific arrangements, do you believe your firm would be willing to discuss accepting community college students under a cooperative training program?"

Yes	18	(41%)
Not Sure	19	(43%)
No	7	(16%)

RESPONSES TO PROFESSIONAL EMPLOYERS SURVEY

Question 1: "How many persons are employed by your firm?"

Total number of employers represented: 4,042

Question 2: "Approximately how many of your employees are in jobs that require training beyond high school, but less than the bachelor degree level?"

None	0	
1% - 25%	10	(38%)
26% - 50%	5	(19%)
51% - 75%	8	(31%)
Over 75%	3	(12%)

Question 3: "In which of the job areas do you need trained people now and in which areas would you expect to have an increased need five to ten years from now?"

Job Area	Needed Now	Likely to Be Needed in 5-10 Years
Accounting	5	8
Commercial Broadcasting	0	0
Data Processing	1	7
Dental Assistant	1	4

Job Area	Needed Now	Likely to Be Needed in 5-10 Years
Dental Hygienist	1	1
Drafting	0	1
Economics and Government	0	3
Electronics Technology	0	3
Engineering Technology	0	4
Executive Secretarial	2	6
General Business	3	11
General Secretarial	2	15
Health and Welfare Services	1	3
Legal Secretarial	1	0
Medical Lab Technician	0	3
Medical Secretarial	1	3
Nursing - LPN	1	2
Nursing - RN	1	5
Offset Printing	0	0
Optometric Assistant	0	0
Photographic Processes	0	0
Physical Therapy	0	4
Technical Writing	0	0
Veterinary Technician	0	0

Question 4: "Do you believe the needs which you have identified are generally being met by the educational institutions in the Southwestern Pennsylvania area at the present time?"

Yes	5	(19%)
Partially	16	(59%)
No	6	(22%)

Question 5: "After having read the accompanying brochure, what is your attitude toward the possible establishment of community college "without walls" programs to serve Fayette, Greene, and Washington Counties?"

Favorable	20	(74%)
Undecided	5	(19%)
Unfavorable	2	(7%)

Question 6: "Depending on specific arrangements, do you believe your firm would be willing to discuss accepting community college students under a cooperative training program?"

Yes	15	(56%)
Not Sure	11	(41%)
No	1	(4%)

APPENDIX C

SURVEY FORMS AND BROCHURE

This brochure is being made available to inform the citizens of Fayette, Greene, and Washington Counties of some of the new approaches to two-year educational programs beyond high school. The Department of Education is sponsoring a survey and study of whether the need exists for such programs in the area. The brochure will give you information which will help in completing the accompanying questionnaire.

NEW APPROACHES TO EDUCATION BEYOND HIGH SCHOOL— HOW AND WHY

Two-year postsecondary education consists basically of learning opportunities beyond high school which can lead to personal or cultural improvements, a two-year certificate or associate degree in a career field, or which may constitute the first two years of a baccalaureate degree program which may be completed at a four-year institution. Postsecondary education in Pennsylvania is delivered through community colleges, state-owned and state-related colleges and universities, area vocational technical schools, private four-year colleges and junior colleges, and other types of institutions.

In Pennsylvania, the Community College Act of 1963 provides a mechanism through which a county or several counties working together can sponsor postsecondary education programs to fit local needs and desires. The intent of the law and of the State Board of Education is that all citizens should have access to comprehensive postsecondary educational opportunities meeting the requirements of the youth and adults of the community.

HOW CAN COMMUNITY COLLEGE POSTSECONDARY EDUCATION BE PROVIDED IN OUR AREA?

Because of the high cost of land, building, construction and maintenance, the State Board of Education has authorized the establishment of community colleges "without walls", meaning that no buildings will be constructed and taxes need not be raised for this purpose. Rather, existing facilities would be used such as classrooms, laboratories, libraries, lecture halls; they would be rented from existing private and public educational institutions. Contracts would be made with such institutions to provide not only facilities, but also teachers and the required courses of instruction

WHAT PROGRAMS MAY BE OFFERED?

The programs which can be offered are determined by the specific needs and desires of the local area and the availability of faculty, space and other facilities which may be required. For example, most community colleges in Pennsylvania offer:

-- Vocational programs at the two-year level or less, some of which result in an Associate Degree;

-- The first two years of a baccalaureate program through which a student can transfer to a four-year institution to complete his college education;

-- Opportunities for residents to take a variety of courses of interest for their own self-improvement;

-- Special training and education tailored to meet specific industrial, business and other employment needs.

WHO PAYS FOR THESE SERVICES?

Funds to pay for operating costs, instructors, rent of space, contracts with other institutions and to administer the college program come from these basic resources:

-- The Commonwealth of Pennsylvania will pay up to one-third of the cost not to exceed $500 per student; for students in certain vocational education programs, the Commonwealth will pay an additional amount up to $150 per student per year;

-- Appropriations by local sponsor, (e.g. counties or school districts) account for up to one-third;

-- Tuition charged to students can cover up to one-third of the operating costs;

-- Gifts, grants, and financial support which are often received from foundations, federal, state, and corporate sources.

WHAT DOES IT COST TO BE A STUDENT?

Expected tuition costs will be one of the results of the current feasibility study, as will a determination of what, if any, programs are desired by local area residents. Typically, tuition costs to a student at community colleges elsewhere in Pennsylvania vary from $200 to $288 per semester for a full-time student. Part-time costs average about $21 per credit hour. This relatively low cost is possible because of State financial assistance and because the concept of a "college without walls" avoids large capital expenditure.

A wide range of financial assistance opportunities is also available from such sources as PHEAA, Basic Education Opportunities Grants, the National Defense Student Loan Program, the G.I. Bill, Nursing Education Act Loans, and others.

WHAT ARE THE ADMISSIONS REQUIREMENTS?

The State Board of Education provides for an "open-door" admissions policy. Admission to a specific curriculum in some cases will depend on evidence of required preparatory courses taken either in high school or in the community college itself. Some programs are open to persons with or without previous high school graduation. Developmental programs are made available for those students who require special preparation before admission to some of the established curricula.

Because community college programs are supported in part by local funds, they are aimed at the residents of the sponsoring counties. Persons from outside the sponsoring counties may enroll but must pay a higher tuition.

WHO OPERATES A "COLLEGE WITHOUT WALLS"?

The sponsor can be one or more county governments as is the case in many Pennsylvania community colleges. The County Commissioners appoint a Board of Trustees from among the local residents who will serve without pay and be responsible for the operation of the college. The duties of the Board include appointing a president and other administrators, providing funds and supplies, and, in the case of a "college without walls", to negotiate contracts with existing institutions which will provide the educational programs, the qualified teachers, the library services, professional counseling, laboratories, and other institutional facilities.

A survey and study to determine whether the need for community college programs exists in Fayette, Greene, and Washington Counties is currently being conducted by Local Government Research Corporation.

An opinion survey is part of the study, and you are invited to express your views on survey forms which will be available through schools, libraries, courthouses, and other sources. For further information, call the Project Director collect at (814) 238-3066.

STUDENT OPINION SURVEY

(9127 responses)

This survey is being conducted to learn more of the future educational and work plans of high school students in the Fayette, Greene, and Washington County area. The results will be used to help determine whether a need exists for a Community College to serve the area. When you have read the pamphlet and completed this questionnaire, please turn it in to your Homeroom Teacher. Thank you for your help.

1. YOUR NAME (Optional) _____

2. Name of your school _____

3. (circle) 3870 male (1) 4465 female (2)

4. (circle) grade: 3258 10 (1) 2920 11 (2) 2258 12 (3)

5. Circle the County in which you live: 3159 Fayette (1) 936 Greene (2) 5032 Washington (3) Other (4)

6. Circle the course of study in which you are presently enrolled.
   1620 Business or Commercial (1) 3528 College Preparatory (2) 1075 Vocational (3) 2632 General (4)

7. What do you estimate your overall grade average to be?

   1230 A (1) 3881 B (2) 3462 C (3) 417 D (4) 33 Below D (5)

8. Are you planning to continue your formal education after graduation from high school?

   4364 Yes (1) 2440 Undecided (2) → 9.

   2275 No (5) → 10.

9. If you answered YES or UNDECIDED in question #8, please check the kind of educational institution which you have in mind.

   1 2518 State College or University
   2 578 State-related College or University
   3 716 Private 4-year College or University
   4 1307 Trade or Technical School
   5 153 Junior College
   6 920 Business School
   7 451 Nursing School
   8 599 Other _____

10. If you answered NO to question #8, please check below the one main reason for not continuing your education at this time.

   1 34 Distance from home too great
   2 1156 Want to get a full-time job
   3 169 High school grades are not high enough
   4 152 Costs are too high
   5 543 My plans for the future do not require further education
   6 418 Tired of school
   7 206 Other Reasons _____

(over)

11. If Community College or Technical Institute programs were available to you within a reasonable commuting distance to the Fayette, Greene, Washington County area, with a tuition cost of approximately $500 per year, would you plan to attend?

1020 Yes (1) 3251 Probably (2) 2576 Probably Not (3) 1892 No (4)

12. If your answer to Question #11 is Yes or Probably, please check ONE or MORE of the reasons why below:

1 2143 Can live at home
2 2230 Can keep job and attend
3 1490 Low Cost
4 652 My help needed at home
5 645 Can improve scholastic record
6 1133 Be near present friends
7 183 Other _____

13. If your answer to Question #11 is Yes or Probably, which one of the programs below would you most likely choose?

1 828 College transfer such as Liberal Arts and Sciences

2 1504 Technical Training such as Drafting, Electronics, Data Processing, etc.

3 1677 Two-year Professional Career Training, such as Nursing, Dental or Medical Technology, Legal or Medical Secretary, etc.

14. What vocation (employment) have you considered entering when you complete further education or training? EACH RESPONDENT MARK ONLY ONE.

APPLIED ARTS

1 125 Commercial Art
2 31 Creative Writing
3 73 Entertainment
4 59 Food Services
5 66 Interior Design
6 39 Journalism
7 109 Photography
8 79 Radio-TV Production

HUMAN AND PUBLIC SERVICES

9 119 Child Care & Guidance
10 10 Clergy & Ministerial Services
11 68 Lawyer
12 117 Police and Fireman
13 107 Social Work
14 82 Teaching

BUSINESS

15 190 Accounting
16 32 Advertising
17 46 Agriculture
18 52 Banking
19 131 Data Processing
20 55 Hotel/Motel/Restaurant Mgt.
21 12 Insurance
22 49 Marketing
23 20 Real Estate
24 274 Secretarial Science

CONSTRUCTION AND INDUSTRIAL ARTS

25 15 Assembly Worker
26 146 Automotive Maintenance
27 120 Building Construction
28 116 Electrician
29 53 Equipment Operator
30 53 Machine Operator
31 20 Plumber
32 84 Welder

ENGINEERING, SCIENCE TECHNOLOGY

33 61 Architecture
34 74 Drafting/Design
35 88 Electronics Technician
36 128 Engineering
37 133 Forestry/Wildlife Management
38 46 Science

HEALTH SERVICES

39 95 Doctor/Dentist
40 20 Health Services Administrator
41 146 Medical/Dental Assistant
42 75 Nurse LPN
43 232 Nurse RN

OTHER

44 60 Armed Forces
45 118 Barber/Beautician
46 5 Librarian
47 228 Other

ADULT OPINION SURVEY

(4153 responses)

This is part of a survey being conducted to help local public officials, education administrators and the Pennsylvania Department of Education determine the need for a Community College program which might serve the residents of Fayette, Greene, and Washington Counties. If a need is evident, and if such a community college program is established, it would utilize existing facilities and no buildings would be built. The educational programs would be offered at various points of the local area. Financing would be through local funds, state and federal funds, and tuition fees.

Your cooperation in answering the questions below is respectfully requested. You need not fill in your name. You are asked to express your opinion as to the need in general, as well as to indicate whether you might personally take advantage of the educational programs.

Please have your child return the completed form to his or her Homeroom Teacher.

Your Name (Optional) _____ 1. Sex: Male 914 (1) Female 3043 (2)

2. Are you a parent of a school age child? 4008 (1) Yes 134 (2) No

3. Name of the school district in which you live: _____

4. Circle the County in which you live: 1592 (1) Fayette 487 (2) Greene 2074 (3) Washington Other (4)

5. Have you completed high school? 3327 (1) Yes 819 (2) No

If you have attended college, how many years did you complete? _____

6. Do you believe opportunities for education beyond high school are now adequate in your local area? 964 (1) Yes 2083 (2) No 1014 (3) Undecided

7. If you feel educational opportunities are limited, which one of the following reasons do you believe is most important?

1 869 Distance from home

2 503 Time schedules which conflict with work or child care

3 1398 Costs

4 577 Educational programs do not match employment needs

5 35 Other reasons such as _____

_____

8. Is there a need for community college programs in your local area?

2571 (1) Yes 384 (2) No 1091 (3) Uncertain

9. If Community College programs were available to you within a reasonable commuting distance with a student charge of approximately $20 per credit, would you plan to attend?

1002 (1) Yes 1336 (2) Probably 953 (3) Probably Not 742 (4) No

(over)

10. If you answered Yes or Probably to Question #9, would you like to enroll in:

1 1129 Part-Time Evenings 2 589 Part-Time Day 3 153 Full-Time

11. In what area of study are you most interested?

1 322 A program which would be transferrable to a full four-year college with the objective of a baccalaureate degree.

2 138 An associate degree program in general education studies.

3 963 An associate degree program in technical studies which would prepare you for specific employment (such as nursing, dental or medical technology, legal or medical secretary, technical electronics, tool and die making, etc.)

4 275 A vocational or occupational traning program leading to a certificate of completion (such as drafting, automotive mechanics, welding, etc.)

6 366 A program for personal or cultural improvement.

12. If you answered question #11, what vocational or employment area would you hope to pursue through additional education? EACH RESPONDENT MARK ONLY ONE.

APPLIED ARTS

1 58 Commercial Art
2 38 Creative Writing
3 23 Entertainment
4 50 Food Services
5 85 Interior Design
6 24 Journalism
7 28 Photography
8 23 Radio-TV Production

HUMAN AND PUBLIC SERVICES

9 74 Child Care & Guidance
10 20 Clergy & Ministerial Services
11 16 Lawyer
12 20 Police and Fireman
13 101 Social Work
14 67 Teaching

BUSINESS

15 133 Accounting
16 17 Advertising
17 11 Agriculture
18 24 Banking
19 41 Data Processing
20 31 Hotel/Motel/Restaurant Mgt.
21 8 Insurance
22 26 Marketing
23 57 Real Estate
24 91 Secretarial Science

CONSTRUCTION AND INDUSTRIAL ARTS

25 17 Assembly Worker
26 39 Automotive Maintenance
27 31 Building Construction
28 39 Electrician
29 20 Equipment Operator
30 25 Machine Operator
31 11 Plumber
32 30 Welder

ENGINEERING, SCIENCE TECHNOLOGY

33 11 Architecture
34 20 Drafting/Design
35 28 Electronics Technician
36 29 Engineering
37 28 Forestry/Wildlife Management
38 10 Science

HEALTH SERVICES

39 8 Doctor/Dentist
40 25 Health Services Administrator
41 122 Medical/Dental Assistant
42 154 Nurse LPN
43 153 Nurse RN

OTHER

44 4 Armed Forces
45 57 Barber/Beautician
46 18 Librarian
47 52 Other _____

QUESTIONNAIRE
BUSINESS, INDUSTRY AND PUBLIC SERVICE EMPLOYERS

(44 responses)

This survey is being made to help determine whether there is a need for a two-year community college "without walls" program to serve the Fayette, Greene and Washington County area. Its purpose is to secure information on the requirements of business, industry and public employers for trained people; and the type of training and education that will best prepare them for these positions. The information you give us will be kept confidential. Neither your organization nor specific information regarding it will be identified in any way in the reports. If you would prefer to omit the names of the business and the person completing the questionnaire, please feel free to do so. Your cooperation in answering this questionnaire will be appreciated. Please return the completed form in the enclosed postage-paid addressed envelope.

Name of Employer (Optional) _____

Type of Business _____ County _____

1. How many persons are employed by your firm? 5,488

2. Approximately how many of your employees are in jobs that require training beyond high school, but less than the bachelor degree level?

7 None 24 1% to 25% 6 26% to 50% 2 51% to 75% 5 Over 75%

3. In which of the job areas listed on the back of this questionnaire do you need trained people now and in which areas would you expect to have an increased need five to ten years from now?

(Please go over the checklist on the back of the sheet, then come back to Question #4).

4. Do you believe the needs which you have identified are generally being met by the educational institutions in the Southwestern Pennsylvania area at the present time?

5 Yes 29 Partially 9 No

5. After having read the accompanying brochure, what is your attitude toward the possible establishment of community college "without walls" programs to serve Fayette, Greene, and Washington Counties?

32 Favorable 8 Undecided 4 Unfavorable

6. Depending on specific arrangements, do you believe your firm would be willing to discuss accepting community college students under a cooperative training program?

18 Yes 19 Not Sure 7 No

Check If Needed Now	Check If Likely to be Needed in 5-10 yrs.	
2	2	Advertising
1	1	Agriculture
2	3	Air Conditioning & Refrigeration
1		Applied Mathematics
9	18	Bookkeeping & Accounting
3	2	Building Trades
7	11	Business Management
	5	Chemical Technology
4	10	Clerical
1	2	Commercial Art
2	7	Computer Technology
1	6	Data Processing
3	11	Drafting & Print Reading
4	5	Electrical Technology
3	7	Electronics
3	6	Engineering Technician
3	5	Environmental Technology
		Food Services
4		Health Technology
	4	Heavy Equipment Technology
		Home Economics Technology
	1	Journalism
5	6	Instrumentation & Plant Control
2	4	Inspection & Quality Control

Check If Needed Now	Check If Likely to be Needed in 5-10 yrs.	
1	5	Laboratory Technician
2	7	Labor-Management Relations
5	3	Law Enforcement & Related
10	11	Machine Shop Practice
5	9	Machine Technology
1	2	Marketing
4	5	Mechanics (Auto, Diesel)
3	2	Metallurgy
1	1	Mining Technology
	1	Nursing - RN
1	4	Occupational Safety
	1	Office Machine Repair
2	2	Photographic Processes
2	2	Plant Protection
2	3	Plumbing and Pipfitting
2	3	Printing
2	2	Product Design
	5	Purchasing
2	4	Retailing-Merchandising
2	7	Sales Representative
6	10	Secretarial
4	8	Supervisor - First Line
	1	Technical Writing & Reporting
6	11	Welding

Other (Specify) _____

_____

_____

_____

QUESTIONNAIRE
PROFESSIONAL EMPLOYERS

(26 responses)

This survey is being made to help determine whether there is a need for a two-year community college "without walls" program to serve the Fayette, Greene and Washington County area. Its purpose is to secure information on the requirements of professionals for trained people; and the type of training and education that will best prepare them for these positions. The information you give us will be kept confidential. Neither your organization nor specific information regarding it will be identified in any way in the reports. If you would prefer to omit the names of the business and the person completing the questionnaire, please feel free to do so. Your cooperation in answering this questionnaire will be appreciated. Please return the completed form in the enclosed postage-paid addressed envelope.

Name of Employer (Optional) _____

Type of Profession _____ County _____

1. How many persons are employed by your firm? 4042

2. Approximately how many of your employees are in jobs that require training beyond high school, but less than the bachelor degree level?

0 None 10 1% to 25% 5 26% to 50% 8 51% to 75% 3 Over 75%

3. In which of the job areas listed on the back of this questionnaire do you need trained people now and in which areas would you expect to have an increased need five to ten years from now?

(Please go over the checklist on the back of the sheet, then come back to Question #4).

4. Do you believe the needs which you have identified are generally being met by the educational institutions in the Southwestern Pennsylvania area at the present time?

5 Yes 16 Partially 6 No

5. After having read the accompanying brochure, what is your attitude toward the possible establishment of community college "without walls" programs to serve Fayette, Greene, and Washington Counties?

20 Favorable 5 Undecided 2 Unfavorable

6. Depending on specific arrangements, do you believe your firm would be willing to discuss accepting community college students under a cooperative training program?

15 Yes 11 Not Sure 1 No

Check If Needed Now	Check If Likely to be Needed in 5-10 yrs.	
5	8	Accounting
		Commercial Broadcasting
1	7	Data Processing
1	4	Dental Assistant
1	1	Dental Hygienist
	1	Drafting
	3	Economics and Government
	3	Electronics Technology
	4	Engineering Technology
2	6	Executive Secretarial
3	11	General Business
2	15	General Secretarial

Check If Needed Now	Check If Likely to be Needed in 5-10 yrs.	
1	3	Health and Welfare Services
1		Legal Secretarial
	3	Medical Lab Technician
1	3	Medical Secretarial
1	2	Nursing - LPN
1	5	Nursing - RN
		Offset Printing
		Optometric Assistant
		Photographic Processes
	4	Physical Therapy
		Technical Writing
		Veterinary Technician
		Other (Specify) _____
		_____
		_____
		_____

APPENDIX D

BASIS FOR COST ESTIMATES

BASIS FOR COST ESTIMATES

This appendix provides the background data and estimates used to obtain the cost estimates contained in the Summary Report. Its purpose is to assist potential sponsors to evaluate the approximate costs to establish and operate such a program, and to indicate to the participating institutions the funds which would be available to provide contractual or part-time instructional services.

The Community College Act and its accompanying rules and regulations specify the amount of state assistance offered to community college/technical institutes and also the ways in which local revenue may be provided. The essential elements of the cost sharing formula are as follows:

(1) The Commonwealth shall pay one-half of the operating costs during the start-up phase until the time classes begin. After classes begin, the Commonwealth shall pay one-third of the operating costs per student (FTE) up to a maximum of $500 per year per student. In addition, Act 173 of 1974 provides that the Commonwealth will pay an additional $150 per FTE for each student in certain terminal vocational programs as defined in the Act. In other words, the Commonwealth shall pay up to $500 per student plus $150 for each vocational student.

(2) Funds are also received from student tuition charges which may be up to one-third of the total annual operating costs. As noted elsewhere in this study, the average total operating cost for community colleges in Pennsylvania was $1,308 in 1974, the average tuition charge was $475 per year in 1975 for residents of the sponsoring counties or school districts.

(3) The local sponsor shall provide contributions which are the difference between the operating costs and the total paid by the student and the Commonwealth. Since the student's share can be one-third, and, because of the additional funds received for students in vocational programs, the County's share will be less than one-third, or less than $500 per student per year. The County's share can be further reduced by grants, gifts, endowments, and other sources of funds.

As part of the financial analysis, the start-up and total operating costs for a community college "without walls" are estimated for a five year period and then allocated according to the above rules. Every attempt has been made to be conservative. The numbers of Full-Time Equivalent (FTE) students are believed to be conservative, and if more students actually enroll than have been estimated, the per student costs will be lower, however, total costs would be higher. Similarly, costs have been estimated with some slack built in on the high side. Careful operations and effective negotiation for instructional services may well reduce these estimates.

The cost estimates have been based on the assumption that community college classes could begin in September, 1979, and that a decision will be made in 1978 and a Board of Trustees can be formed and initial operating personnel can begin work late in 1978. This relatively short time assumed for beginning operations is made possible only because of the "without walls" concept of the community college models described in the Summary Report.

Figure D-1 contains the basic cost estimate for the second year of operation. The second rather than the first year is used because a higher enrollment can be expected. The three basic categories of costs in this estimate are the administrative costs, library cost, and instructional cost of $750,000. As noted, for estimation purposes, the instruction cost was based on the estimated FTE faculty required, however it is expected that all of the actual instructional services will be obtained through contractual arrangements with postsecondary institutions in the area. Since some instruction can be offered in existing classes and some will be offered outside of the institutions at other facilities throughout the area, considerable variation in cost from class to class is expected, however the average cost is expected to correspond quite well with the estimate.

Figure D-2 is an illustration of the distribution of current expenditures experienced by the existing community colleges in Pennsylvania in the 1973-74 school year. The percentage distribution for instruction and departmental research, for libraries and for other educational and general expenditures (including administration) compare reasonably well with the estimates of Figure D-1. Figure D-2 does not include payments to principal and interest for capital expenditures incurred in construction of the colleges.

The major activities and costs during the "start-up" phase are contained in the chart of Figure D-3. These costs, which are anticipated until the time that classes begin, total $164,000. As noted earlier, the Commonwealth will pay 50% or $82,000, while the local share from the Counties would also be $82,000.

Assumptions

1,000 FTE equivalent to 4,000 registrations per semester. At 20 students per section, 200 sections would be required. At an average load of 4 sections per instructor, 50 FTE instructors would be required. (Even though FTE instructors are used for calculation, actual instruction is expected to be obtained through institutional contracts or part-time faculty.)

ADMINISTRATION		
President	$ 30,000	
Director of Admissions	16,000	
Dean of Instruction	18,000	
Chief Fiscal Officer	17,000	
Community Counselor, 2 @ $14,000	28,000	
Secretary, 5 @ $7,000	35,000	
Fringe Benefits @ 15%	21,000	
TOTAL SALARY AND WAGES	$165,000	
Rent	$ 15,000	
Supplies and Materials	25,000	
Travel	8,000	
Publications	20,000	
Miscellaneous	20,000	
TOTAL ADMINISTRATION	$ 88,000	$ 253,000 (24%)
LIBRARIES		40,000 (4%)
INSTRUCTION		
FTE Faculty @ $15,000 (including fringes)		750,000 (72%)
	TOTAL	$1,043,000 (100%)
		($1,043 per FTE)

FIGURE D-1. FIRST YEAR COST ESTIMATE

DISTRIBUTION OF PENNSYLVANIA
COMMUNITY COLLEGE CURRENT EXPENDITURES

	Percent
Instruction and Departmental Research	49.4
Organized Activities Related to Educational Departments	.1
Sponsored Research	.1
Other Separately Budgeted Research	.1
Other Sponsored Programs	2.2
Extension and Public Service	1.5
Libraries	4.3
Physical Plant Maintenance and Operation	11.9
Other Educational and General Expenditures (Primarily Administrative)	30.4
	100%

FIGURE D-2

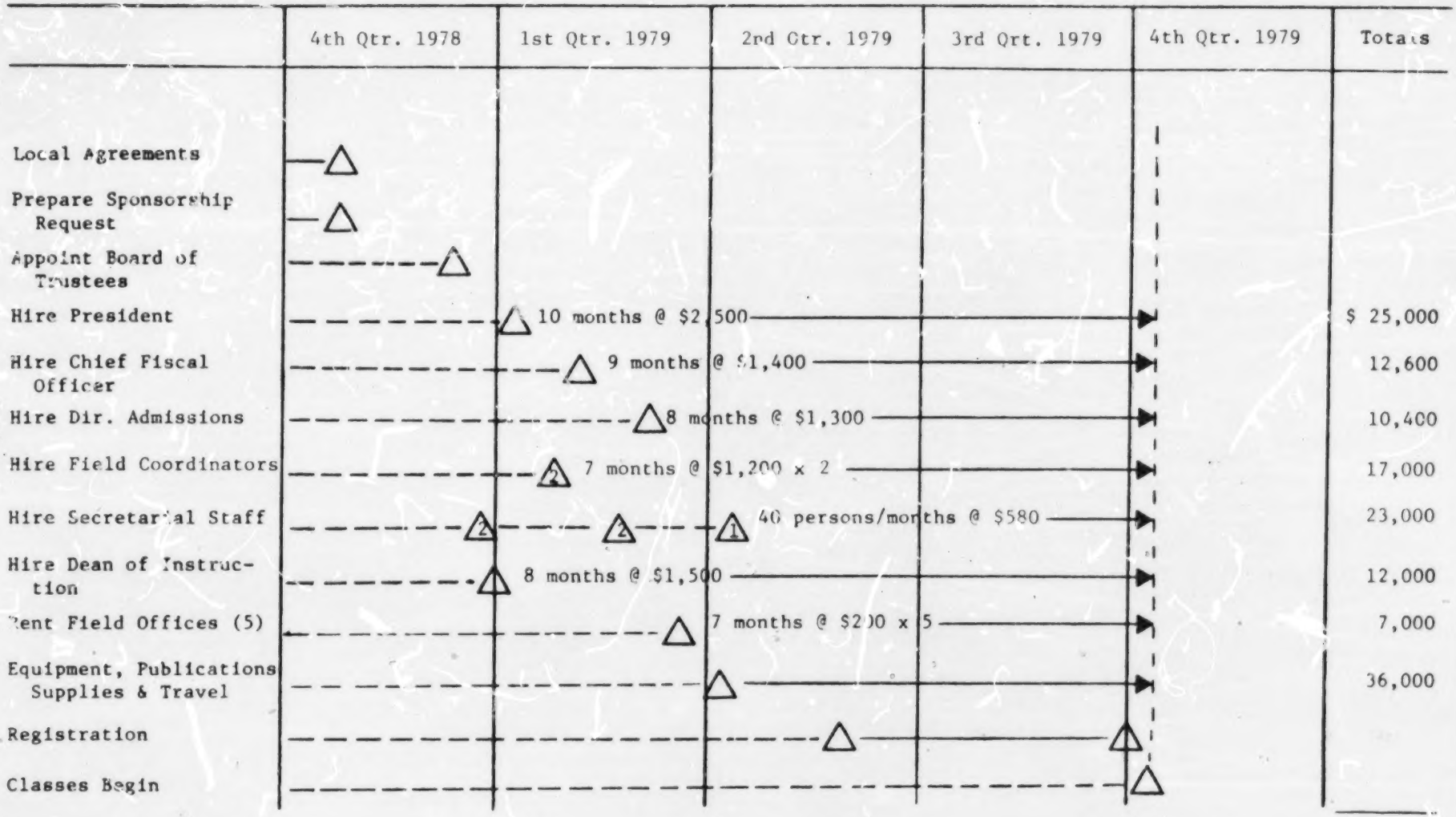


FIGURE D-3 Estimated Administrative Start-Up Costs
(50% Payable by Department of Education)

The estimated total operating costs for the first five years of operation are shown in Figure D-4, including estimates of the Commonwealth, student and local share. Higher enrollments than estimated will result in lower "per student" cost. It is also assumed that 40% of the students would be in "terminal non-liberal arts programs" which would qualify for the additional $150 of state aid per FTE. This percentage is approximately the same as is currently being experienced in community colleges statewide.

Cost estimates for the second year assume additional staff to accommodate the nearly doubled enrollment as well as a general 10% increase in cost. The 10% inflator is also utilized for estimates for later years.

It is recognized that some classes will exceed the average instructional cost estimate and some will be less. In addition, if class sizes are larger than 20, the FTE cost will be lower and if small class sizes are experienced, the cost will be higher. However, on balance, based on available information, the estimators above appear realistic and conservative.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 2 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Estimated Expenditures	Estimated Revenues		
	State	Sponsor	Students
YEAR 1 - $1,238/FTE 600 FTE (240 Vocational)			
$743,000	$248,000 36,000 $284,000	$211,000 ($352)	$248,000 ($413)
YEAR 2 - $1,040/FTE 1,040 FTE (400 Vocational)			
$1,040,000	$347,000 63,000 $410,000	$283,000 ($283)	$347,000 ($347)
YEAR 3 - $1,125/FTE 1,200 FTE (480 Vocational)			
$1,310,000 40,000 (Added Staff) $1,350,000	$450,000 72,000 $522,000	$378,000 ($315)	$450,000 ($375)
YEAR 4 - $1,240/FTE 1,300 FTE (570 Vocational)			
$1,610,000	$540,000 80,000 $620,000	$450,000 ($350)	$540,000 ($415)
YEAR 5 - $1,364/FTE 1,500 FTE (600 Vocational)			
$2,050,000	$680,000 90,000 $770,000	$600,000 ($400)	$680,000 ($450)

FIGURE D-4. EXPENDITURE AND REVENUE ESTIMATES -- FIVE YEARS